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SCHOOL OF ECONOMICS AND BUSINESS

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THE ANALYSIS OF THE FOUR ASPECTS OF THE LIFE-STORY IN A COLLABORATIVE DECISION-MAKING PROCESS WITHIN THE CONTEXT OF LEADERSHIP DEVELOPMENT

DOCTORAL DISSERTATION

Ljubljana, 2023

AUTHORSHIP STATEMENT

The undersigned Sokol Loci, a student at the University of Ljubljana, School of Economics and Business, (hereafter: SEB LU), author of this written final work of studies with the title "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development", prepared under supervision of Judita Peterlin, Ph.D., Associate Professor.

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SUMMARY

My Ph.D. dissertation is titled "The analysis of the four aspects of the life-story in a collaborative decision-making process within the context of leadership development". This study explores the effect of four different aspects of the life stories of leadership members (members in a leadership process) on their leadership development, particularly in their collaborative decision-making as leadership members. Leadership development is a complex process, including the development of values at the individual level first, and then at the collective level. I examine the development of core intrapersonal values (Day, 2011)— specifically, individual collaborative features—by considering life experiences (Day, Fleenor, Atwater, Sturm, & McKee, 2014), and how personal, collaborative features become integrated when leadership members collaborate (Cullen-Lester, Maupin, & Carter, 2017).

I used a qualitative research design and conducted 64 semi-structured interviews in total. This Ph.D. dissertation included four research stages for gathering data: a theoretical overview of the literature by taking into consideration high-ranked journals; semi-structured interviews with directors and followers of seven regional Municipalities in Kosovo and three experts from leadership and neurology; the critical incident technique, which "is a qualitative research method that is used to obtain a depth of knowledge and understanding of subjects' responses to selected situations" (Gremler, 2015. P.3); and secondary data.

During the research process, I identified from the data collected that personal stories (experiences) were shaped initially by information heard for the first time, and then reshaped by repetitive information across time. The repetitive information, across time, leads to matured data. The linkage of numerous matured information will create a life-story aspect. A life-story aspect is the source of the individual meaning-making system. A life-story aspect provides fertile ground for unpacking the collaborative tendencies in general and in work settings in particular.

In my Ph.D. dissertation, I have identified six theoretical contributions. My first theoretical contribution is that leadership development is a complex process because it means dealing with an unlimited number of leadership processes that arise depending on the situations in which the organisation finds itself at a given time. This complex process is multidisciplinary, and includes a large variety of specific concepts, and therefore tends to be a progressive or regressive development process over time. My second theoretical contribution is that leader development is detached from leadership development, but leadership development is not detached from the concept of leader development. My third theoretical contribution is that I explored the concept of life stories by dividing them into four main aspects—educational experiences, professional experiences, external social experiences, and internal social experiences—by explaining how these are shaped and how they advance the collaborative features of leadership members. My fourth theoretical contribution is explaining the interconnectedness of the life-story concept with leadership development. My fifth theoretical contribution is presenting collaboration as an advanced procedure that means a

defined way of behaviour and acting among leadership members in a decision-making process. My sixth theoretical contribution is linking the concept of leader development with the concept of collaboration within the domain of leadership development.

The methodological contributions of my research topic are as follows. The qualitative method made it possible to explore my Ph.D. dissertation's topic in significant depth and to do that within an amount of time necessary to be considered as credible scientific research. The qualitative method was flexible, to distinguish and detect unexpected phenomena during the process of my research, including leadership signs, behaviour, moves, ways of speech, thinking schemes, personal expressions, etc., of directors and their followers. The qualitative method enabled me to be part of leadership processes within the environment in which leaders work on a daily basis. The use of the qualitative method provided greater chances to explore and to be sensitive to contextual and environmental factors where directors and followers work. By using the qualitative method, I could more effectively explore symbolic dimensions. By using the qualitative method, I generated a significant volume of data; there literally can be more than 1,000 pages of interview transcripts, records, and field notes that I can use for future research projects (papers with different topics, but within the realm of this topic).

An important future research area would be recruiting additional participants and representatives of private businesses for conducting a qualitative methodology through interviews. Focus groups, in-depth interviews, structured interviews, experiments, and quantitative research methods can provide new insights. This complex leadership development process can be studied by incorporating concepts from various disciplines not included in this Ph.D. dissertation. Information inherited from ancestors can be classified as the fifth aspect of a life story that shapes the collaborative features of a person.

POVZETEK

Tema moje doktorske disertacije je naslovljena "Analiza štirih vidikov življenjske zgodbe v procesu sodelovalnega odločanja znotraj konteksta razvoja vodenja". Ta študija raziskuje vlogo štirih različnih vidikov življenjskih zgodb vodstvenih članov (članov v procesu vodenja) pri njihovem razvoju vodenja in zlasti pri njihovem skupnem odločanju kot člani vodstva. Razvoj vodenja je kompleksen proces na kolektivni ravni, v katerega je integrirano večje število manjših procesov na individualni ravni. Preučujem razvoj temeljnih inter-in intrapersonalnih vrednot (Day, 2011), zlasti posameznih značilnosti sodelovanja z upoštevanjem življenjskih izkušenj (Day, Fleenor, Atwater, Sturm, & McKee, 2014) in kako se osebne lastnosti sodelovanja integrirajo, ko člani vodstva (člani procesa vodenja) sodelujejo (Cullen-Lester, Maupin & Carter, 2017).

Uporabil sem kvalitativno zasnovo raziskave in skupaj sem opravil 64 polstrukturiranih intervjujev. V tej doktorski disertaciji so štiri raziskovalne stopnje zbiranja podatkov: (1) izvedba teoretičnega pregleda literature z upoštevanjem visoko uvrščenih znanstvenih revij; (2) Polstrukturirani intervjuji z direktorji in sledilci sedmih regionalnih občin na Kosovu ter tremi strokovnjaki s področja vodenja in nevrologije; (3) Tehnika kritičnega incidenta, ki »je kvalitativna raziskovalna metoda, ki se uporablja za pridobivanje globine znanja in razumevanja odzivov subjektov na izbrane situacije« (Gremler, 2015, str. 3). To tehniko sem uporabil, da sem razumel, kako se vodstveni član obnaša pri skupnem odločanju s povezovanjem njihovih pripovedi s situacijami, v katerih je bil/a vpleten/a; in (4) interpretacija pridobljenih primarnih podatkov in primerjava z uporabo sekundarnih podatkov.

Iz podatkov, ki sem jih zbral, sem ugotovil tudi več ugotovitev, kot so osebne zgodbe (izkušnje), ki so na začetku oblikovane z informacijami, ki jih slišimo prvič, in jih preoblikujejo ponavljajoče se informacije. Ponavljajoče se informacije skozi čas vodijo do zrelih informacij. Povezava številnih zrelih informacij bo ustvarila vidik življenjske zgodbe. Vidik življenjske zgodbe je vir individualnega pomenskega sistema. Vidik življenjske zgodbe so plodna tla za razkrivanje nagnjenj k sodelovanju na splošno in (tako razmeroma zanesljivi pomenijo težnje po sodelovanju) zlasti v delovnem okolju.

V svoji doktorski disertaciji sem identificiral šest teoretičnih prispevkov. Moj prvi teoretični prispevek je, da je razvoj vodenja kompleksen proces, saj pomeni obvladovanje neomejenega števila (pod)procesov vodenja, ki nastanejo glede na situacije, v katerih se je organizacija znašla v določenem trenutku. Ta kompleksen proces je multidisciplinaren, kar pomeni, da vključuje veliko različnih specifičnih konceptov, saj gre za napreden ali regresiven razvojni proces skozi čas. Moj drugi teoretični prispevek je, da je razvoj vodje ločen od koncepta razvoja vodenja, razvoj vodenja pa ni ločen od koncepta razvoja vodstva (v smislu razvoja vodij). Moj tretji teoretični prispevek je, da sem raziskal koncept življenjske zgodbe tako, da sem jo razdelil na štiri glavne vidike življenjskih zgodb, kot so izobraževalne izkušnje, poklicne izkušnje, zunanje družbene izkušnje in notranje družbene

izkušnje, z razlago, kako se te oblikujejo in napredujejo. značilnosti sodelovanja med člani vodstva. Moj četrti teoretični prispevek je razumevanje medsebojne povezanosti koncepta življenjske zgodbe z razvojem vodje. Moj peti teoretični prispevek je predstavljanje sodelovanja kot napredne oblike postopka, ki pomeni definiran način vedenja in delovanja med vodstvenimi člani v procesu odločanja. In moj šesti teoretični prispevek je razlaga, ki povezuje koncept razvoja vodje s konceptom sodelovanja v domeni razvoja vodenja.

Metodološki prispevek moje raziskovalne tematike je: kvalitativna metoda je omogočila poglobljeno raziskovanje teme moje doktorske disertacije in to tudi v časovnem obdobju, ki je potrebno za verodostojno znanstveno raziskavo; Kvalitativna metoda je bila fleksibilna za razlikovanje in odkrivanje nepričakovanih pojavov v procesu mojega raziskovanja, vključno z znaki vodenja, vedenjem, potezami, načinom govora, miselnimi shemami, osebnimi izrazi direktorjev in njihovih sledilcev. Kvalitativna metoda mi je omogočila, da sem bil del vodstvenih procesov in v okolju, v katerem vodje delajo vsakodnevno. Z uporabo kvalitativne metode sem imel večje možnosti raziskovanja in občutljivosti na kontekstualne in okoljske dejavnike, kjer delajo raziskovani direktorji in njihovi sledilci. Z uporabo kvalitativne metode sem bil učinkovitejši pri raziskovanju simbolnih dimenzij. Z uporabo kvalitativne metode sem ustvaril veliko količino podatkov, prepisov intervjujev, zapisov in terenskih zapiskov, ki jih lahko uporabim za prihodnje raziskovalne projekte (prispevki z različnimi temami, vendar znotraj področja te teme).

Pomembno področje za raziskave v prihodnosti bi bilo pridobivanje dodatnih udeležencev, predstavnikov zasebnih podjetij za izvedbo kvalitativne metodologije z uporabo intervjujev. Fokusne skupine, poglobljeni intervjuji, strukturirani intervjuji, eksperimenti in kvantitativne raziskovalne metode lahko zagotovijo nova spoznanja. Obetajoča raziskovalna pot v prihodnosti je obravnava zapletenega procesa razvoja vodenja z vključevanjem konceptov iz različnih disciplin, ki niso vključene v to doktorsko disertacijo. Informacije, podedovane od prednikov, lahko razvrstimo kot peti vidik življenjske zgodbe, ki oblikuje sodelovalne značilnosti osebe.

Ključne besede: razvoj vodenja, teorije vodenja, sodelovanje, odločanje, vidiki življenjske zgodbe, življenjska zgodba

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LIST OF ABBREVIATIONS

SEB – School of Economics and Business

LU – Ljubljana University

ISE – Internal social experiences

ESE – External social experiences

PE – Professional experiences

EE – Educational experiences

R – Reference

S – Source

INTRODUCTION

The title of my doctoral thesis is "The Analysis of the Four Aspects of the Life Story in a Collaborative Decision-Making Process Within the Context of Leadership Development". My study deals with a complex process that involves the concept of leadership development. This Ph.D. dissertation shows that leadership development is an active field in both theory-building and in the testing (Spisak, OBrien, Nicholson, & Vugt, 2015) of complex processes (Yammarino & Dansereau, 2011). This complex process of leadership development has several specific concepts that are connected, and each of them is equally important in achieving leadership development.

This complex process involves life stories, personal values, life-story aspects, collaboration, and decision-making. The first three concepts, i.e., life story, life-story aspects, and personal values, are studied at the individual leadership level. Collaboration and decision-making are concepts involved in the collective leadership level. Specifically, the concept of leadership development studies the interpersonal core values of a leadership member and the interpersonal activities of leaders and their followers (Day, 2000). Therefore, leadership development in this dissertation is studied as a mixed-level phenomenon (Markus & Robey, 1988).

Furthermore, this Ph.D. dissertation studies leadership development at two levels (individual and collective) to clarify the concept of leadership development. A distinction has been drawn by scientists and scholars between leadership development and leader development, studying them as two different concepts (Day, 2000; Day, Fleenor, Atwater, Sturm, & McKee, 2014). Leader development concentrates on studying core intrapersonal values; hence its main focus is on the core individual values (Miscenko, Guenter, & Day, 2017). In contrast, leadership development includes the core individual values and interpersonal activities of leaders and their followers in the decision-making process in an organisation (Cullen-Lester, Maupin & Carter, 2017).

The first concept is a life story, which is the events an individual has experienced in the past that may affect the individual's thinking process in the present moment (Watts, Steele, & Mumford, 2019). The life story impacts how leadership members (members in a leadership process) can create a clear self-concept and develop their meaning-making system (Shamir & Eilam, 2005). This dissertation shows that the content of life experiences and how they are experienced and organised determines how the individual perceives and delivers their professional contribution (Simmons, 2002). Furthermore, it allows individuals to merge their roles in decision-making (Cooper, Thatcher, & Moteabbed, 2013). Repeating these stories over time strengthens a leadership members meaning-making system (Shamir & Eilam, 2005).

The life experiences obtained from a person's participation in events throughout their life are the cause and source of building their values (Weischer, Weibler, & Petersen, 2013). The person's personal values are different and innumerable in form (Avolio & Gardner, 2005). The person will become aware of some personal values because these values are presented in powerfully their authentic identity (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). The person has numerous life experiences, and some values are developed more than others (Wallace, Torres, & Zaccaro, 2021). Personal values affect the individual level of leadership development (Day, Riggio, Tan, & Conger, 2021). The values that reach the highest stage of development make the person aware of their (values) existence because they manage to understand their (values) content and how to use the values in particular life circumstances (Shamir & Eilam, 2005).

This dissertation focuses broadly on explaining aspects of life stories. Aspects of life stories are the meaning of the entirety of several life stories that occur within a specific context. Therefore, the definition of aspect in this dissertation describes a group of life stories that appear as dynamic life processes within a given context (Shamir, 2005). There are four different aspects, because they are experienced as different living environments with different actors, and each aspect has a different role in shaping the individual identity (Ramarajan, 2014). Similarly, even the methodology to analyse each of these aspects is different. Therefore, each of these aspects has different elements that are unique in shaping and interpreting individual personal values at the collective level of leadership (Shamir & Eilam, 2005).

Table 1: The four life-story aspects

Life-story aspect	Description
Internal social experiences (ISE)	This life-story aspect includes all events that a leadership member has experienced during their life in their family environment (Jaskiewicz, Combs, Shanine, & Kacmar, 2017).
External social experiences (ESE)	This life-story aspect incorporates all the stories that a leadership member has experienced in society (e.g., talking with friends, meeting strangers, trips) within a broader context (Ensari & Murphy, 2003).
Professional experiences (PE)	This life-story aspect consists of the events that a leadership member has experienced while working in their jobs (Carpini, Parker, & Griffin, 2017; Solberg & Wong, 2016).
Educational experiences (EE)	This life-story aspect comprises events that a leadership member experiences at school and university (Higgins, Robinson, & Hogg, 2014; Leana & Pil, 2006; Park, Stone, & Hollway, 2017).

Source: Own work.

Leadership members, can make decision-making processes more effective and can solve a specific problem (McHugh et al., 2016); however, they can do this only if they participate authentically (Dimovski, Penger, & Peterlin, 2009; Grošelj, Penger, & Černe, 2016; Sidani & Rowe, 2018) and employ collaboration as a working methodology (Crosby & Bryson, 2010). The dissertation is situated within the area of leadership development (Sparrowe, 2005) because it discusses the way that the collaborative features of leadership members are developed. It establishes the flow of these collaborative features while integrating them into the collaboration context among leadership members (Avolio, Walumbwa, & Weber, 2009; Boal & Schultz, 2007; Day, 2011; Shamir, Dayan-Horesh, & Adler, 2005). Leadership members, can make decision-making processes more effective only if they rely on collaboration as an organisational form instead of other alternative forms, such as competition and cooperation (Snow, 2015).

The distinction between collaboration, cooperation, and competition is best seen in the way members of leadership behave in the decision-making process (Fjeldstad, Snow, Miles, & Little, 2012). Leadership members collaborate to act authentically in such a process (Morse, 2010) compared with the competition, whereby a leadership member is engaged as a protagonist within the team (Garfield, Rueden, & Hagen, 2019). In comparison, cooperation is related to an individual's ability to feel empathy (willingness to sacrifice for the success of others on the team) towards colleagues' efforts in a given circumstance within a decision-making process (Binmore, 2006).

The diversity of leadership members means that it is essential to have a process that integrates their attitudes, behaviours, beliefs, and ideas into a shared vision (Kramer & Crespy, 2011). When decision-making is collaborative process, several persons, each with a different professional, cultural, and educational background, typically become a limiting factor in delivering the individuals vision (Dahlin, Weingart, & Hinds, 2005). This dissertation shows that integrating all leadership members may be achieved in cross-individual collaboration settings, in which each leadership members core values are integrated into the decision-making process (Ospina & Saz-Carranza, 2010).

Collaborative features are characterized as the core personal values of the leader/follower that they have developed over time which they can use in a collaborative decision-making process (Vries, 2012). The information shapes these collaborative features which a leadership member has accumulated during their life experiences. This dissertation establishes the five most important collaborative features: problem definition, critical thinking, information sharing, forecasting, and design thinking (Dinh et al., 2014).

The decisions that leaders make influence a wide range of people, which is why complex decision-making processes (Ginkel & Knippenberg, 2012; Larsen, Gray, & Eckstein, 2014) are inevitable for leaders, and leaders strive for positive outcomes from effective decision-making processes (Mendes, Mendes, & Salleh, 2019). Thus, leaders should learn to develop relevant skills that make processes more effective. Rangus and Černe (2019) researched the

impact of leadership influence tactics and employee openness towards others based on innovation performance, which has become imperative in the [2]1st century.

This study identifies how an organisation's leadership development can occur theoretically and practically. There has been significant movement in the development of leadership; from a study of leadership at the individual level, this concept has continued to be studied at the collective level (developing teams, networks, and organisation (Day, 2000). Different programs have been used for leadership development in large organisations, focusing on creating new collective values and advancing other existing values, which will serve to create strategic plans for an organisation that will transform it (McCauley & Palus, 2021). However, the main challenge of the organisations has been the significant technological changes, globalization, sustainability issues, and the arrival of new trends in the industries in which they operate. A method used to develop leadership is effective and efficient if it improves leadership performance and calls for creating a mindset that brings new values to the organisation (Wallace, Torres, & Zaccaro, 2021).

Collaboration is a method of action of leadership members in which they contribute authentically to the decision-making process. Each member takes responsibility for a part of the problem, identifies it, solves it, and implements it by themselves. This study addresses a specific procedure, a collaborative form of action that leadership members should use during the decision-making process, so that leadership development is implemented practically (Snow, 2015).

Collaboration is a procedure because each leadership member must consider several points before joining a decision-making process. The context describes the environment in which a problem appears (Lopez, 2020). A leadership member must be able to identify all the components of the context in which the problem has appeared. The leadership member must describe the content of that part of the problem in which they are engaged in solving and implementing. The content describes the problem under discussion (Spangler, Gupta, Kim, & Nazarian, 2012). The professional background of leadership members provides them with information about other team members' knowledge, abilities, and skills to understand the opportunity to collaborate with them (Reid, Anglin, Baur, Short, & Buckley, 2018). Credibility means that the leadership members accept that communication is good, to ensure the teams free distribution of personal knowledge (Grah, Dimovski, Snow, & Peterlin, 2016). Time constraint means that a leadership member can respect the time limits within the decision-making process (Boal & Schultz, 2007).

This study is essential to create competitive advantages over other organisations within the same industry (Hirst, Mann, Bain, Pirola-Mcrlo, & Richver, 2004). Through leadership development and finding the form through which this doctoral topic is presented, competitive advantages are created over other organisations within the same industry. Through the development of the leadership of an organisation, the conditions will be created to build personal and collective values that will build new capacities for the organisation (Wallace,

Torres, & Zaccaro, 2021). The new values acquired by the leadership members positioned in the first line of the hierarchy will contribute to building strategies that will advance the organisation's performance (McCauley & Palus, 2021).

Similarly, this study is essential for developing the skills and experience of people positioned in the first level of the organisation's hierarchy to make them competent to undertake strategic actions for its development. Within an organisational structure, several employees are positioned as managers, but they do not have the same executive power. Some of them are low-level managers who usually are supervisors of operational employees and also may perform operational work (Molin, Hellman, & Svartengren, 2020). Middle-level managers are responsible for coordinating the work that derives from the orders of top management (Harding, Lee, & Ford, 2014). Persons from top management are considered to be the leaders of an organisation, and usually are positioned in the hierarchical structure as President, Vice President, Director, Chairman of the Board, etc. (Carmeli, Schaubroeck, & Tishler, 2011; Holmes, Hitt, Perrewé, Palmer, & Sieiro, 2021). Because high-level managers create strategy and vision (setting goals) for the organisation otherwise, they also are known as part of the leadership in an organisation (Carmeli & Schaubroeck, 2006).

The study of this topic is essential for this part of management to develop and prepare for the development of an organisation's strategies, vision, and policies (Liu, Jarrett, & Maitlis, 2021). Members who are positioned at the top of an organisation's hierarchy and have executive power shape the organisation's structure and guide the organisation's processes (Carmeli, Schaubroeck, & Tishler, 2011). For this reason, developing their personal and collective values helps them be productive and authentic during their engagement.

The following key components of the design of the research have been addressed:

o   adopting a qualitative approach;

o   gathering data through two phases of semi-structured interviews (one of which was structured according to the critical incident technique) and complemented with participant observation and secondary data;

o   interview sampling procedures;

o   analysing the data using thematic analysis; and

o   describing how ethical considerations were dealt with and considering research bias.

I used four main sources as a way to collect primary and secondary data to compose the content of the dissertation. The four research stages of gathering data are

1.   Collect all information from the literature by considering high-ranked journals. The research entails a review of the existing research and a consideration of an existing theoretical framework (Howard, 2006) in order to develop a new conceptual model and

propositions: I present the broader theory of leadership development and then explain collaborative decision processes and individual collaborative features, and I discuss the life-story approach, which provides a way to develop these individual collaborative features.

2. Semi-structured interviews with directors and followers of seven regional municipalities in Kosovo (Prishtina, Mitrovica, Peja, Prizren, Ferizaj, Gjilan, and Gjakova), and three elite interviews with experts from the field of leadership and neurology.

3. The critical incident technique assisted me in guiding a research participant to explain particular collaborative decision-making incidents and link them with their life experiences (Chell, 2004; Chell & Pittaway, 1998; Cope & Watts, 2000; Louw, Pearse, & Dhaya, 2012).

4. Use of secondary data.

This dissertation consists of eight chapters:

o an introduction;

o two literature review chapters, "The complex process of leadership development" and "The distinctions between concepts and the relationships among them";

o three chapters setting out the research design and procedure, including methodology, data acquisition and analysis, and data triangulation;

o results presentation;

o discussion and recommendations;

o limitations; and

o a conclusion.

Chapter 1 identifies, introduces, and defines a wide range of concepts related to the study. Chapter 2 develops the literature further, focusing on the relationships between the concepts introduced in Chapter 1. In essence, this chapter sets the stage to examine leader and leadership development through four types of life stories, shaping five collaborative features in three categories (or stages) of collaborative decision-making by leaders. Chapters 3 and 4 set out the methodology employed in the study. Chapter 5 presents the results of the research, and consists of four main sections: leadership development containing life stories; the effect of the lived experiences of research participants on their collaborative decision-making, components forming a life story, components forming a life-story aspect, and how collaborative decision-making process develop collective leadership. Chapter 6 summarizes the research findings and considers the contributions and implications before making

recommendations for further research. Chapter 7 presents the study's limitations, and the final chapter is the conclusion of this Ph.D. dissertation.

1 THE COMPLEX PROCESS OF LEADERSHIP DEVELOPMENT

The model of this dissertation, as presented in Figure 1, describes how life experiences are shaped by specific external characteristics of a life story. Those experiences create a worldview that creates the awareness of a leadership members values and purpose, shaping how individuals behave in a collaborative decision-making process. This first part relates to authentic leader development because the complex process is studied at the individual level. The process of collaboration with others in the decision-making process is related to collective leadership development as an outcome of that collaborative decision-making, which is part of the collective level.

The topic of this Ph.D. dissertation is a mixed-level phenomenon (Markus & Robey, 1988). The description of leadership development is impossible without taking into consideration at the same time and joining into a single coherent explanation the life stories and the development of individual characteristics at the individual level and the collaborative decision-making process at a collective level. "The behaviour cannot be predicted either by the intention of individual actors or by the condition of environment" (Markus & Robey, 1988, p. 588).

The concept of leadership development is not directly related to any leadership theories, meaning that leadership development is an independent concept of studying the phenomena that cause the development of leaders' skills and their potential to collaborate with others on the team (Day, Fleenor, Atwater, Sturm, & McKee, 2014). Specifically, the concept of leadership development involves the intrapersonal core values of a leadership member and the interpersonal activities of leaders with their followers (Day, 2000). A leadership member cannot deliver his/her thoughts to the team and accept feedback from colleagues if, in the beginning, he/she is unaware of the core personal values that he/she represents (Reiss, 2007).

External characteristics shape a life story. A life story is an event that a leadership member has experienced in the past (Shamir, 2011; Shamir, 2005). A life story is a single event in a given context at a specific time. Many life stories create one life-story aspect. The connection of more than two stories creates self-narratives (Shamir & Eilam, 2005).

Life-story experiences allow an experienced event to be located and used to develop a leadership members meaning-making system (Dess & Pickens, 2000; Howell & Boies, 2004; Mainemelis, Kark, & Epitropaki, 2017; Noy, 2004). The four life-story aspects are divided only to determine the nature of the information that a person can absorb, in which his/her values are shaped and reshaped across time. In the beginning, these pieces of information

are absorbed by a leadership member unconsciously. However, these emerge when a leadership member is engaged in a collaborative decision-making process (Shamir, 2011).

Figure 1: Components of the complex process in the scope of leadership development

External characteristics **shaping** a life-story		Collective leadership development
Time Circumstances Personal conclusions		

Life-story **experiences**	**Authentic leader development**	**Collaborative decision-making process**
Educational experiences Professional experiences External social experiences Internal social experiences		Define the context of a problem in a decision-making process Advocate for an ethical and professional decision-making process A decision-making stakeholder Making complex decisions Final decision approver Final decision implementer

Worldview outcome of life experiences	
Environmental characteristics Perception of information Sustainable actions	Awareness of **values** & purpose

Source: Own work.

The worldview outcome of life experiences means that the person who has been part of many events within the same context manages to connect the information and thus create a worldview of issues the person is examining (McCauley & Palus, 2021). This worldview is not derived from the information of only one event; it is a combination of information from many events, and the person examines an issue from the prism of different analyses and by comparing information to provide arguments and avoid giving only opinions where there is no argumentative basis. The achievement of having a worldview does not mean that it is a

universal worldview. It is valuable for analysing and finding a solution for only one specific issue (Marcy, 2020).

Awareness of values and purpose means that the person becomes capable of participating in a collaborative decision-making process only if he/she manages to be aware of the structure of his/her values and goals (Taylor, Passarelli, & Oosten, 2019). If the interpretation of a worldview is clear and eloquent, the person is understood to be aware of his/her values and goals. In contrast, if the person fails to construct and interpret a world of meaning to decipher a specific issue, then the person is not considered to be aware of his/her values and goals (Steffens et al., 2018). Therefore, leadership developments advancement depends on leader development (Solansky, 2010).

The collaborative decision-making process is a working methodology used by leadership members to participate authentically in a decision-making process (Snow, 2015). The decision-making process of leadership members (members of the leadership process), committed in the form of collaboration, means that each leadership member in a specific department is free to work independently through being responsible for the duties which are delegated to them (Morse, 2010). However, when these decisions also influence the decisions of any other department, a leadership member is dependent on the decisions of other leadership members in the organisation (Murase, Carter, DeChurch, & Marks, 2014). Therefore, the outcomes of this organisational form indicate that the absolute power of one leadership member over the others does not exist. Instead, leadership members' operational activities and responsibilities are spread equally among them (Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2009).

Collective leadership development emerges from collaborative decision-making processes. The model explains that authentic leader development enables collective leadership development when leaders participate in a collaborative decision-making process. Therefore, collective leadership development occurs by receiving new information from the person's participation in new events. Then, through the process of absorbing the information described in this model, the person's interpersonal values are improved (Eva, Cox, Tse, & Lowe, 2021; Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2009; Velsor, McCauley, & Ruderman, 2010).

1.1 The concept of leadership

The concept of leadership has been studied in the last two decades by many well-known journals and authors (Antonakis, Bastardoz, Liu, & Schriesheim, 2014; Day & Antonakis, 2012; Dinh et al., 2014; Lord, Day, Zaccaro, & Avolio, 2017; Lowe & Gardner, 2000). It is considered to be a complex phenomenon and scientists have lead their research in interest to clarify many dimensions of its content as a concept (Garretsen, Stoker, & Weber, 2020). Traditionally, leadership is described as the way in which leaders impose their influence on

their followers (Hogg, Haslam, Rast, Steffens, & Gaffney, 2019) because they are used to operating in an environment to enforce their personal vision of the organisation (Yukl, 2006).

Scientists and scholars have studied leadership from different perspectives, and they were free of using methodological and disciplinary pluralism (Stentz, Clark, & Matkin, 2012) to achieve new levels of knowledge in the field of leadership. Several leadership theories understand it mainly in two dimensions: at the individual-level, and from multi-level perspectives. Leadership is a complex field of study because the focus is on the multi-level research opportunities that can produce numerous challenging outcomes at different levels of analysis (Yammarino & Dansereau, 2011; Yammarino, Dionne, Chun, & Dansereau, 2005). Some leadership theories are developed to understand micro-processes (individual level) that are related to leaders'/followers' perceptions, moods/emotions, and cognitive abilities (Dinh & Lord, 2012; Lee, Aaker, & Gardner, 2000; Trichas & Schyns, 2012; Yukl, 2006). Other leadership theories are developed to understand macro-processes (collective level) related to the manifestation among leaders and their followers of a leadership process (Hannah, Avolio, Luthans, & Harms, 2008). Table 2 presents the established and emerging theories of leadership.

Table 2: The established and emerging theories, based on thematic category

Established theories	Emerging theories
Neo-charismatic theories	Strategic leadership
Transformational leadership	Strategic/top executive
Charismatic leadership	Upper echelons theory
Transactional leadership	Public leadership
Ideological/pragmatic, outstanding leadership	
Self-sacrificing leadership	
Pygmalion effects	
Inspirational leadership	
Leadership and information processing	Team leadership
Leader and follower cognition	Leadership in team and decision groups
Implicit leadership	
Attribution theories of leadership	
Information processing and decision making	
Social exchange/relational	Contextual, complexity and system perspectives of leadership
Leadership Theories	

(table continues)

Established theories	Emerging theories
Leader–member exchange (LMX)	Contextual theories of leadership
Relational leadership	Social network theories of leadership
Vertical dyadic linkage (VDL)	Complexity theories of leadership
Individualized leadership	Integrative leadership
Dispositional/trait theories	Leader emergence and development
Trait theories	Leadership development
Leadership skills/competence	Leadership emergence
Leader motive profile theory	
Leadership and diversity	Ethical/moral leadership theories
Cross-cultural leadership	
Leadership and diversity	Authentic leadership theory
Cross-cultural leadership	Ethical leadership theory
	Spiritual leadership theory
	Servant leadership theory
Follower-centric leadership theories	Leading for creativity, innovation and change
Followership theories	Leading for creativity and innovation
Romance of leadership	Leading organisational change
Aesthetic leadership	Leading for organisational learning and knowledge
Behavioural theories	Identity-based leadership theories
Participative, shared leadership	Social identity theory of leadership
delegation and empowerment	Identity and identification process
Behavioural approaches (OSU/LBDQ)	theories of leadership
Leadership reward and punishment behaviour	
Contingency theories	Other nascent approaches
Path–goal theory	Emotions and leadership
Situational leadership theory	Destructive/abusive/toxic leadership
Contingency leadership theory	Biological approaches to leadership
Leadership substitute theory	E-leadership
Adaptive leadership theory	Leader error and recovery
Normative decision model	Entrepreneurial leadership
Cognitive resource theory	
Life cycle theory	
Multiple linkage model	
Flexible leadership theories	

(table continues)

Established theories	Emerging theories
Power and Influence of Leadership	
Power and influence of leadership	
Political theory and influence tactics of leadership	

Source: Dinh et al. (2014, p. 40).

These leadership theories are used to study a specific level of analysis and a specific leadership process. Levels of analysis vary, including "the effects of leadership at the person, dyadic, group, and/or organisational levels" (Dinh et al., 2014, p. 43). Moreover, leadership processes explain the nature of leadership theories and the relationship between a leaders inputs and outputs that emerge in a specific case through his/her direct participation (Lord & Dinh, 2012). The focus on studying the leadership processes provides a greater chance of identifying the existing gaps within the current leadership theories and developing new theories. Therefore, the concept of leadership continuously is developed to be applied in practical cases.

1.2   The concept of leadership development

Each organisation has a systematic structure that includes members in leadership positions at various levels and other members performing other non-management related tasks. Low-level managers usually are supervisors of operating employees, and can perform operational work as well (Molin, Hellman, & Svartengren, 2020). Middle-level managers are committed to implementing the company's plans, breaking them down into concrete activities, which lower-level managers then implement (Harding, Lee, & Ford, 2014). Top-level managers are individuals who create strategy and vision (setting goals) for the organisation, and are also known as part of the leadership of an organisation (Carmeli & Schaubroeck, 2006).

Persons from the top management are considered to be the leaders of an organisation, and they usually are positioned in the hierarchical structure, as President, Vice President, Director, Chairman of the Board, etc. (Carmeli, Schaubroeck, & Tishler, 2011; Holmes, Hitt, Perrewé, Palmer, & Sieiro, 2021). Therefore, the leaders of an organisation are the members in the hierarchical line who have executive power and, at the same time, are responsible for developing an organisation's strategies, vision, and policies (Liu, Jarrett, & Maitlis, 2021).

Members who are positioned in the top hierarchy of an organisation and have executive power shape the organisation's structure and lead the organisation's processes (Carmeli, Schaubroeck, & Tishler, 2011). Leadership members are responsible for integrating every perception, knowledge, skill, judgment, and other personal value into a typical strategic behaviour and action (Hambrick, 2007). When the personal values of members of leadership are integrated, a common intuition is created, which "is essentially an expression of how

managers come to represent strategic issues in similar ways" (Samba, Williams, & Fuller, 2019, p. 6).

The advancement or regression of leadership development are two elements that are used to measure the potential of leadership members at the collective level. This means that development is continuous, and consequently does not rest on the status quo (Day, Riggio, Tan, & Conger, 2021; Gentry & Martineau, 2010; Miscenko, Guenter, & Day, 2017; Shamir, 2011). The integration of the personal values of the leadership members and the creation of a common intuition to make strategic decisions can advance or fall over time (Day & Dragoni, 2015). Advancement of the integration of personal values and the creation of a common intuition means that leadership development is described in favorable terms, and if there is no advancement, then it can be classified as development in negative leadership terms (D'Innocenzo, Kukenberger, Farro, & Griffith, 2021; Samba, Williams, & Fuller, 2019; Sewell, Ballard, & Steffens, 2021).

Leadership development is "the expansion of a collectives leadership capacity to produce direction, alignment, and commitment. A collective is any group of people who share work, for example, teams, work groups, organisations, partnerships, communities, and nations." (Velsor, McCauley, & Ruderman, 2010. p. 20). Leadership development means that leadership capacities are growing at the collective level (Vogel, Reichard, Batistič, & Černe, 2021). Enhancing collective capacity enables leadership members to engage in any leadership process successfully and effectively, and to efficiently practice the role of a leadership member within that process (McCauley & Palus, 2021).

The role of a member of the leadership means the implementation of the obligations provided by the position he/she holds within the organisation and other tasks arising from unpredictable situations which affect the organisation's functioning as a whole (Li, Arvey, & Song, 2011). Leadership processes mean the commitment of members to resolve a particular issue by coordinating work in a harmonized and logical way, and "capacity is thought to be similar to the notion of cognitive and behavioural complexity in that expanded capacity provides for better individual and collective adaptability across a wide range of situations" (Day, 2000, p. 582).

The collective level of leadership development includes a more significant number of sub-levels, such as dyads, groups, or processes among many groups, organisations, or even society as a greater spectrum (Wallace, Torres, & Zaccaro, 2021). Therefore, unlike the individual level, in which the focus is entirely on the development of the personal core values of the person, at the collective level there are several sub-levels, all of which separately develop some unique leadership processes.

Leaders and followers are both influential within a leadership process, and they have to create collective knowledge, on purpose, to adequately address the problems they face (Shamir, 2007). Collective knowledge is described based on three perspectives—a symbolic

perspective, a connectionist perspective, and an embedded perspective—illustrating how leadership members understand leadership processes (Lord & Shondrick, 2011). The following paragraphs elaborates the components or processes that take place at the collective level of leadership development.

Symbolic knowledge is based on describing external events within a given environment, which are specified in a schema, scripts, procedures, regulations, etc. A symbolic perspective implies that some knowledge is abstract and not personalized (Lord & Harvey, 2002). Therefore, symbolic knowledge means that leaders and their followers, in a leadership process, can act in a harmonized way by fully respecting the information derived from the rules of procedure and the goals they have set, and following the procedures for decision-making (Lord & Shondrick, 2011).

A connectionist perspective means that people do not reach conclusions and therefore do not act based solely on specific information. Instead, they act after they interconnect a series of information which is sufficient to understand the results that arise after a particular action. Therefore, in a decision-making process, there is an incentive for the participants, which is the problem in question. Then it depends on the ability of the members to act based on linking their information without causing a negative result after the process of their action (Lord & Shondrick, 2011).

An embedded perspective means that each leadership member manages to advance their knowledge while acting in a particular context. Therefore, each member manages to understand the effects produced within a specific context and then uses that information to advance his/her self-regulation program, in which their new actions will be based on the new information derived from the context of that experienced event. In this way, each member adapts to the dynamics within a decision-making process, thus advancing the process towards achieving the common goal (Lord & Shondrick, 2011).

The concept of leadership development is not directly related to any leadership theories, meaning that leadership development is an independent concept of studying the phenomena that cause the development of leaders' skills and their potential to collaborate with others on the team (Day, Fleenor, Atwater, Sturm, & McKee, 2014). Specifically, the concept of leadership development studies the intrapersonal core values of a leadership member and the interpersonal activities of members of the leadership process (Day, 2000). As a result, the main difference between the leadership concept and the concept of leadership development is that leadership theories mainly study a leaders behaviour and attitude, whereas leadership development studies the development of the core personal values of members in a leadership process (Day, Harrison, & Halpin, 2009) and the processes of delivering these values in a decision-making process (Militello & Benham, 2010).

If the definition of leadership development is not directly related to any specific leadership theory, we will not be able to move on without comparing leadership development and

management development, leadership development and leader development, and leadership development with authentic leadership development. The building blocks of these concepts, if not appropriately described, can lead us to misunderstand and mis-define the concept of leadership development. Table 3 defines the concept, and then each is compared with the definition of leadership development.

Table 3: Definitions of leadership development, management development, leader development, and authentic leadership development

Concept	Definition
Leadership development	"Leadership development as the expansion of a collectives leadership capacity to produce direction, alignment, and commitment. A collective is any group of people who share work, for example: teams, work groups, organizations, partnerships, communities, and nations." (Velsor, McCauley, & Ruderman, 2010, p. 20)
Management development	"Acquiring specific types of knowledge, skills, and abilities to enhance task performance in management roles." (Day, 2000, p. 582)
Leader development	"Leader development as the expansion of a person's capacity to be effective in leadership roles and processes. Leadership roles and processes are those that facilitate setting direction, creating alignment, and maintaining commitment in groups of people who share common work." (Velsor, McCauley, & Ruderman, 2010. p. 2)
Authentic leader development	"Authentic leadership in organizations as a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviours on the part of leaders and associates, fostering positive self-development." (Gardner, Cogliser, Davis, & Dickens, 2011, p. 1122)

Source: Own work.

Since studying leadership development as a concept began, scholars have made the main distinction between leadership development and leader development (Day, Fleenor, Atwater, Sturm, & McKee, 2014). Leader development is related to the individual level of analysis, whereas leadership development focuses on the collective level of analysis (Day, 2000; Vogel, Reichard, Batistič, & Černe, 2021). Scholars have studied, at the individual level, personal knowledge, skills, abilities, image, and thinking schemas. At the collective level, "leadership development refers to the emergence across multiple people of new collective states (e.g., collective knowledge, mutual respect, trust, social bonds) and processes that improve the collectives capacity to lead itself or others" (Wallace, Torres, & Zaccaro, 2021, p. 2). At the individual level or leader development, the whole focus is on the psychological processes within the person. These processes build the personal values of the person, and he/she then has the opportunity to be engaged at the collective level of leadership processes.

The difference between leadership development and management development lies in the job responsibilities that the person has within the organisation. Management development is directly related to the development of specific skills and knowledge that directly affect the performance of operational work of employees who are under his/her management (Day, 2000). Leadership development is committed to creating the company's vision and finding ways to implement that vision in practice. With the implementation of that vision, everyone functions according to his/her responsibility within the organisation (Velsor, McCauley, & Ruderman, 2010).

McCauley (2021) said that the theory or perspective of authentic leadership development is a particular type of leadership development. In authentic leadership development, leaders and followers gain self-awareness and develop more-trusting and -genuine relationships. Using the Center for Creative Leadership (CCL) perspective on leadership development, McCauley (2021) claims that leadership development is broader than the original leadership development concept. Leadership development is about groups of people (leaders and followers) developing shared goals (direction), collective work (alignment), and mutual responsibility for the collective (commitment). Developing more-trusting and -genuine relationships typically would help to develop these collective outcomes. However, without these collective outcomes, leadership is not occurring.

The advancement of leadership development at the collective level depends on the leader development at the individual level (Solansky, 2010). All processes that take place at the collective level are the result of behaviour between different persons; the intersubjective understanding of the context of that event that all participants address; and the motivation of the participants, etc., influenced by the development of knowledge, skills, and other fundamental values of the person at the individual level. Leadership development is related to the development of consciousness, which includes the state of being aware of the maturated core personal values that a leadership member, i.e., a member of the leadership process, has shaped across time and can use in a decision-making process over leadership members (Halbesleben, Novicevic, Harvey, & Buckley, 2003). A leadership member, i.e., a

member of the leadership process, can be aware of the content of his/her core personal values only if he/she is conscious of the existence of these values that he/she represents first (Taylor, Passarelli, & Oosten, 2019).

Leadership development is related to the theory of adult development (Hogan & Warrenfeltz, 2003). This development occurs within the person and is progressive, which means that it is developed in a continuous form (Boyatzis, 2008). A source of development for the person is personal experiences. The definition of leadership maturation at the collective level is based on two perspectives: internal to the collective, and collective leads to other collectives (Wallace, Torres, & Zaccaro, 2021). Internal to the collective means that the team develops its inner structures and capacities on purpose to be effective in leadership processes (Cullen-Lester, Maupin, & Carter, 2017), and collective leads to other collectives denotes when a team, i.e., top-level managers, has grown its capacities and then helps other teams, i.e., lower level of managers, to develop their capacities (Luciano, Nahrgang, & Shropshire, 2020).

Leadership development affects mutual respect and is an essential psychological element between leadership members in decision-making (Blader & Yu, 2017). "Respect has been understood variously, for example, in terms of people's attitudes, values, and/or actions directed towards others that convey appreciation" (Rudolph, Katz, Ruppel, & Zacher, 2021, p. 1). Mutual respect among leadership members can be manifested by considering the interests of colleagues; being constructive and contributing to the creation of a positive working environment; and taking care that the feelings, desires, and rights of colleagues are not harmed as a result of personal interests and actions (Janoff-Bulman & Werther, 2008).

Leadership development leads to trust, which is a key factor for building a stable relationship among the members in a leadership process without the need to observe or create self-protective actions (Mayer & Gavin, 2005). Persons are vigilant to external factors, and they then judge, according to their perception, the effects of these factors on their interests and beyond. Trust in colleagues is built in two ways, presumptive trust cues and personal trust cues (Kramer & Lewicki, 2010). Presumptive trust cues refer to team members and environmental factors within a specific context in which the trust is embedded, and personal trust cues are related to the evaluation of each members traits (Lipponen, Kaltiainen, Werff, & Steffens, 2020).

Social bonds are linked to the concept of social capital, and imply trust and synergy in terms of common values and the goal that participants want to achieve (Galli & Stewens, 2012). Many members of a leadership process develop their social rapport with others within the team "through the strategic manipulation of their emotions and social identities" (McDermott, 2020, p. 1). In any decision-making process, some complex elements do not allow the full authority of one individual over the others, but each member has separate authority for a part of the problem, and they must be able to coordinate their work to create shared values, including achieving a goal or solving a problem (Ospina & Foldy, 2010). Therefore, members in a leadership process must consider their engagement in a leadership

process "as a social process that occurs in and through human interactions … [and focuses upon] the more mutual, less hierarchical leadership practices and skills needed to engage collaborative, collective learning" (White, Currie, & Lockett, 2014, p. 730).

1.3   The concept of authentic leadership development

This dissertation studies how life stories shape the collaborative features of leadership members, i.e., members of the leadership process, which they can use to behave authentically in a collaborative decision-making process. One of the theories that can help describe the topic theoretically is authentic leadership. Scholars started their research on the concept of authentic leadership in 1990, and this concept first was used within the discipline of sociology and education (Ladkin & Taylor, 2010). To understand what authentic leadership is, I theoretically present and elaborate upon the following terms, which are studied by scholars: authenticity, authentic leader, authentic leadership, and authentic leadership development (Avolio & Gardner, 2005).

The word "authenticity" has its roots in Greek, and means to be oneself (Gardner, Fischer, & Hunt, 2009; Gardner, Karam, Alvesson, & Einola, 2021). To be authentic means to be "one who draws on his/her own personal experiences, be they thoughts, emotions, needs, wants, preferences, or beliefs, processes" and who acts in accord with the true self, expressing oneself in ways that are consistent with inner thoughts and feelings" (Weiss, Razinskas, Backmann, & Hoegl, 2018, p. 309). Authenticity is directly related to the personal values of the person, and is not related to the values of others who surround the person in his/her daily life (Weischer, Weibler, & Petersen, 2013).

Authentic leaders are defined as "those who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspectives, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and of high moral character" (Avolio, Luthans, & Walumbwa, 2004, p. 4). Two basic components of an authentic leader are:

1. an authentic leader does not pretend to be fake in his/her role because he/she behaves and acts only based on his/her inner values and does not behave following the wishes and expectations of others (Alvesson & Einola. 2019; Michie & Gooty, 2005); and

2. an authentic leader is a person with a personal view of thinking on assessing the state of affairs "mainly as an aspiration, claim, or a belief" (Alvesson & Einola, 2019, p. 385).

From the beginning of the development of the theory of authentic leadership, there has been "a dilemma whether authentic leaders are genuinely authentic if they perceive themselves to be such, or if they are perceived as such by others" (Černe, Dimovski, Marič, Penger, & Škerlavaj, 2014, p. 2). Authentic leadership stresses that leaders are original in the way how they behave within a team (Hannah & Avolio, 2011). When a leader is original in attitude

and behaviour, he/she is well-developed from the perspective of human capital and psychological capital (Avolio & Gardner, 2005). The human capital of a leader includes his/her abilities and skills shaped by personal experiences (Hall, Blass, Ferris, & Massengale, 2004). Psychological capital means that a leader is acting within a team with deep confidence to achieve the desired results; has hope and is an optimist to create the same attitude and behaviour in his/her subordinates; and has the ability of resiliency, which means that when the leader encounters difficulties that damage his/her working strategy, he/she can recover and keep going to attain the goal (Avey, Avolio, & Luthans, 2011).

The personal experiences of an authentic leader shape his/her values, thoughts, emotions, and beliefs (Weiss, Razinskas, Backmann, & Hoegl, 2018). According to Shamir and Eilam (2005), the self is a subjective phenomenon and can be understood only by the analysis of life stories by the person him/herself. Another concept that describes the authenticity of a person is situated identity. Situated identity means that the person begins to build his/her basic personal values, and during his/her life, he/she improves them. Eventually, these values are voluntarily and are expressed unconsciously by the person in concrete cases (Avolio & Gardner, 2005).

Authentic leadership is defined as a "great capacity to process information about themselves effectively (their values, beliefs, goals, and feelings), clear personal identities, an ability to adjust their behaviour in leadership following their identities, and an ability to harmonize their preferences with the demands of society" (Penger & Černe, 2014, p. 508). Authentic leadership also relates to authentic followers. The reason for this connection is the authentic ideas of the leader, which have exceeded his/her boundaries and influenced the attitudes and behaviours of their followers.

Authentic leadership occurs when the leader, together with his/her followers, has a high degree of self-awareness and self-regulation, and this is manifested during their work and is seen in the results of their work in practice (Steffens, Mols, Haslam, & Okimoto, 2016). Therefore, "authentic leadership theory denotes four dimensions: a moral/ethical perspective, self-awareness, balanced processing, and transparency" (Vogelgesang, Leroy, & Avolio, 2013, p. 406). Authentic leadership is related to the ability of an authentic leader to be their true self while ordering and motivating his/her followers (Ilies, Morgeson, & Nahrgang, 2005).

Authentic leadership means being ones true self in a leadership process. To be ones true self means to appear according to the values that the person possesses, whether they are negative or positive (Neider & Schriesheim, 2011). Understanding how the true self is created in a person means being aware of the values he/she possesses, and therefore the person will understand how to use those values in concrete cases. There are some psychological theories related to the treatment of the true self in a person, and these are essentialist and interactionist perspectives (Ladkin & Taylor, 2010). Essentialism means that the person thinks that some of his/her attributes are inherited in some form and must be applied in concrete situations

and contexts of his/her life (Bradley, 2018). Being essentialist means focusing on what he/she is and not who he/she is. In contrast, the interactionist perspective is building oneself through participation in various interactive processes with others (Serpe & Stryker, 2011).

Authentic leadership development is defined as the study of the concept of authentic leadership in many of its dimensions, including "traits, states, behaviors, contexts, and attribution" (Avolio & Gardner, 2005, p. 321). Furthermore, authentic leadership operates on many levels, such as individual, team, and organisational levels. Therefore, the problems with the measurement of adaptation at these levels lead scholars to further their research on understanding those dynamics (Vogel, Reichard, Batistič, & Černe, 2021). Authentic leadership development in content involves an unlimited number of complex processes, and these complex processes cannot be addressed through training programs alone. Authentic leadership development means that through several ongoing processes, leaders and followers become aware of their values and transparently, clearly, and accurately apply them in practical cases (Avolio, 2005).

A person in the capacity of an authentic leader has in him/herself some positive psychological virtues—positive psychological capital—such as the ability "to rebound, to bounce back from adversity, uncertainty, conflict, failure, or even positive change, progress and increased responsibility being optimistic, confident, and caring" (Norman, Avolio, & Luthans, 2010, p 351). However, when a person is confronted with concrete situations, the perfection of these virtues often comes into question, and they can become useless. These personal virtues are not immutable, and therefore, throughout life a person can develop these capacities or even regress (Avey, Avolio, & Luthans, 2011). Thus, a person in the capacity of an authentic leader must engage in the development of these values to be productive in his/her engagement in concrete decision-making situations.

A person in the capacity of an authentic leader, in addition to being committed to developing his/her values, also is committed to behaving in various processes based on certain moral norms (Wang & Hackett, 2020), i.e., he/she has a positive moral perspective. These moral norms are a guide for the person to behave constructively within a group, but also determine the norms of behaviour in which the person agrees to engage as a contributor (Sidani & Rowe, 2018). Therefore a person in the capacity of an authentic leader has an ethical/moral perspective during his/her engagement in a decision-making process, is transparent about his/her contribution, and takes care that his/her contribution brings positive results for him/herself but also for others, including the environment where the issue exists (Avolio & Gardner, 2005; Sidani & Rowe, 2018).

Self-awareness is a personal skill that is considered key for a person the quality of an authentic leader, who must possess. Self-awareness is the ability of a person to understand his/her existence within a process but also to understand, in essence, its basic values and its shortcomings (Steffens et al., 2021). Leader self-awareness is "an emerging process where

one continually comes to understand his or her unique talents, strengths, sense of purpose, core values, beliefs and desires" (Avolio & Gardner, 2005, p. 324).

Leader self-regulation is a process that regulates the link between personal values and personal actions in practical cases. Therefore, personal values must be in harmony with the tendencies of the person to achieve a certain goal (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). I elaborate subsequently on three valuable components for this term, which is specific to the development of authentic leaders: setting some standards, and remaining authentic throughout the course of action; finding the distinction, if it exists, between these standards set by the person and the expected results; and the removal of barriers that create distinctions between these standards and planned outcomes (Avolio & Gardner, 2005). Authentic leaders behave in a way that also enables their followers to be authentic during the process of interaction in a decision-making process. An authentic leader is a person who helps his/her followers to be aware of their core values and teaches them how to coordinate those values with their intentions in a process. Therefore, an authentic leader is responsible for the self-awareness and self-regulation of his/her followers.

The difference between authentic leadership development and leadership development, lies in the process that these two concepts represent. Authentic leadership developments are related to the ability of a leader to be his/her true self while cooperating with followers and causing positive results for the leader and their followers (Cooper, Scandura, & Schriesheim, 2005). Leadership development is a process that I explain as the process of how the authenticity (describing how it was developed) of a leading member is related to a collaborative decision-making process.

Authentic leadership theory leads me to the conclusion that a team must have a leader with the capacities that this theory emphasizes. However, there is no leadership with a permanent leader and followers, but some members of leadership change their roles based on the topic they are discussing for making a certain decision (Marchiondo, Myers, & Kopelman, 2015; McHugh et al., 2016). Therefore, the reason why a leadership team cannot have a permanent leader and follower is that the role of a certain person in a decision-making process is determined by the information he/she has at a certain time while making the decision (Shamir, 2005).

1.4   The concept of leader development

The concept of leadership development involves the core personal values of a leadership member, i.e., member of the leadership process, and how these values advance from lower levels to upper levels of their development (Miscenko, Guenter, & Day, 2017). The core personal values can pass through a process of transformation, including their initial construct towards a new complex form (Day, Harrison, & Halpin, 2009). It all depends on a leadership member and how much he/she seeks to enforce them, but it is not restricted to the free will

of a leadership member to develop them, because the majority of the processes related to the development of these values happen unconsciously (Murphy & Johnson, 2011).

A leadership member starts shaping his/her core personal values at the very beginning of his/her life (Day, Harrison, & Halpin, 2009). The source of the shaping of these values is the information a leadership member has accumulated without filtering the content of that information at all (Popper & Amit, 2009). In childhood, core personal values are considered fragile, and these values cannot resist changing in the construct as a consequence of external factors (Day, 2011). A leadership member unconsciously passes the whole process of developing these values until the moment when these values are sufficiently mature, and then a leadership member becomes conscious of the existence of his/her values (Avolio & Hannah, 2008; Orvis & Ratwani, 2010).

Therefore, leader development is not a process limited to a short period, but "leader development is a process across the lifespan, with much of it starting during the early years of life, even before an individual enters any formal schooling, and continuing even post-retirement" (Liu, Venkatesh, Murphy, & Riggio, 2021, p. 101). A leader shapes his/her beliefs, thoughts, abilities and skills, knowledge, vision and goals, attitude, etc. throughout his/her life (Miscenko, Guenter, & Day, 2017). Therefore, at the individual level of leader development, the whole focus is on the psychological processes that take place within the person. These processes build the personal values of the person, from which he/she then has the opportunity to be engaged at the collective level of leadership processes.

Personal knowledge has three main components: strategic knowledge, relational knowledge, and normative knowledge (Howell & Boies, 2004). A person's strategic knowledge is related to understanding the vision, plans, and strategies of the organisation in which he/she is engaged and linking them with the core personal values (Connelly et al., 2000). Relational knowledge means that the person is aware of and is willing to identify the factors that enable the transformation of a state through innovative ideas, and this "view depicts knowledge as being generated in complex, dynamic systems such as the brain, body, and environment" (Nylund & Raelin, 2015, p. 533). Normative knowledge means that the person can understand the formal and informal structure of the organisation, understand the norms of conduct and other work regulations, and act based on this (Hedlund et al., 2003). Therefore, all these components are related to the adaptation of the person to the context in which a problem is raised for treatment.

The personal skills and abilities of a leadership member are derivatives of their identity, meta-cognitive processes, and emotional regulation. Developing personal skills is important in order to have a qualitative level of expertise that a member expresses in a leadership process. Leadership members have the opportunity to develop personal skills that are unique and necessary for their leadership engagements (Lord & Hall, 2005). Table 4 presents the personal skills that each member of a leadership structure must develop.

Table 4: Personal skills of a leadership member

No.	Personal skill
1	Being able to define essentially any issue that is presented in the form of a problem
2	Being able to identify the causes of the problem
3	Being able to clarify the goal that describes how the issue will be transformed
4	Being able to avoid constraints that do not allow progress towards finding a solution
5	Being able to formulate plans and understand the path of personal actions
6	Being able to forecast the results after the process of transformation in the issue/situation
7	Being able to produce multiple alternatives of solution for the problem in question
8	Being able to evaluate which of the alternatives should be selected as the best and which should be the other in case of failure to implement the first
9	Being able to present a vision, from which all other members can understand his/her skills and the possibility of his/her contribution to a decision-making process

Source: Mumford, Todd, Higgs, & McIntosh (2017).

Personal image is a way to create an opinion by others, evaluating from the outside the inner values of a person and thus creating an initial impression of a person's skills and knowledge (Vick & Shuster, 2015). A person builds his/her image based on being self-aware of his/her values and then through what is termed relational transparency, which means "presenting one's true self by openly sharing one's thoughts and feelings" (Steffens et al., 2021, p. 2), to shape the personal image.

A personal thinking schema is related to the thinking process of a leadership member who is engaged in finding a solution or achieving a goal within a decision-making process (Lord & Hall, 2005). A member in a leadership process should create a thinking schema on purpose to be argumentative and to influence decision-making (Bass & Bass, 2008), and also be acceptable by other leadership members for the alternative he/she offers to them (Howell & Boies, 2004), and to project the activities, goals, and vision he/she decides upon for achieving the common objective (Marta, Leritz, & Mumford, 2005; Strange & Mumford, 2005). Therefore, the designed thinking of a leadership member makes his actions more coherent and also makes him/her a productive person in achieving the goal of the group (Partlow, Medeiros, & Mumford, 2015).

1.5   The difference between leadership development, leader development, and authentic leadership development

For an organisation to remain competitive, it must take care of the development of its leadership capacities and talents (O'Leonard, 2014). However, the acquisition of science in this field is not yet sufficiently mature (Day & Liu, 2018; DeRue & Myers, 2014). This section presents three concepts of leadership capacity development within an organisation: leadership development, leader development, and authentic leadership development. These three concepts differ in these points: definitions, theoretical orientation, indicators of development, and measurement methods of leadership development (Wallace, Torres, & Zaccaro, 2021).

The first point of their difference lies in the definition of these concepts. A definition is a statement that elaborates on the essential nature of a phenomenon. Leadership development is related to collective values, and includes the interpersonal activities of leaders with their followers in a decision-making process in the organisation (Cullen-Lester, Maupin & Carter, 2017). Leader development concentrates on studying core intrapersonal values; hence its main focus is on the core individual values (Miscenko, Guenter, & Day, 2017). Authentic leadership is related more to the achievement of a leader to be self-aware and to self-regulate, two components that are considered to be positive behaviours (Gardner, Cogliser, Davis, & Dickens, 2011). Therefore, the main difference among these definitions is that leadership development deals with collective values, leader development, and authentic leadership by achieving an understanding of these values and finding a way to use them authentically.

The lack of strict definitions of these concepts has led to the identification of some fields of study of these concepts that are vague in terms of theoretical, research, and practical aspects (Day, Riggio, Tan, & Conger, 2021). Liu, Venkatesh, Murphy, and Riggio (2021) argue that leader development is deeply dependent on the development of experiences throughout life, whether negative or positive experiences, whereas leadership development focuses on collective development and the way a person participates in leadership. Compared with leader development, the method of searching and gaining theoretical knowledge in leadership development is a multi-disciplinary and multi-perspective framework (Eva, Cox, Tse, & Lowe, 2021). In comparison, authentic leadership is related more to the new knowledge gained regarding the forms and styles of leadership (Gardner, Karam, Alvesson, & Einola, 2021).

Indicators of development to authentic leadership development are related to the level of authenticity that leaders express in a situation (Gardner, Karam, Alvesson, & Einola, 2021). Measurement of authentic leadership is very challenging, because the understanding of one's authenticity cannot be measured accurately, and the development of a leaders authenticity cannot be measured even through observation. The operationalism of authentic leaders can be analysed using the life-story approach (Shamir & Eilam, 2005).

Leadership development is indicated when a person manages to develop collective values by understanding that communication, behaviour, vision, and goals are related to other members of the leadership. Therefore, leader development is indicated when the person manages to display personal values with confidence and in the correct form. Leadership development and leader development can be measured through direct observation, focus groups, and interviews, but all results can be considered subjective because their study falls within the interpretive and constructivist paradigm (Denzin & Lincoln, 2011; Day, Riggio, Tan, & Conger, 2021; Tomaszewski, Zarestky & Gonzalez, 2020).

1.6   The concept of a leadership member

In this Ph.D. dissertation, leadership members as a concept are defined as members of the leadership process (Pieterse et al., 2019). In the beginning, the concept of leadership members was presented as an implicit concept because the theoretical data about this concept were not well defined and documented. The purpose of this dissertation is to make it an explicit concept, meaning that the concept is well documented. I gathered primary data from interviews I conducted with 36 directors and 28 followers of seven regional municipalities in Kosovo.

Leadership members as a concept have different meanings from other concepts, such as the leader and followers' concept, leader–member exchange theory, etc. (Carter et al., 2020). A leadership member is part of a leadership process, which is related to a collaborative decision-making process. The role of a leadership member within a leadership process is not permanent, and changes according to the development of a collaborative decision-making process. Therefore, the role of a leadership member depends on the knowledge that the leadership member has about the issue under discussion (Vugt & Rueden, 2020). Therefore, a leadership member is a person who is aware of the specifics of one part of the problem but also is aware of the personal core values which would serve to solve that problem (Ginkel & Knippenberg, 2012).

A leadership member must diagnose the problem by taking into consideration only one part of the problem and contribute to providing a solution only for that part. Other leadership members have no right to analyse the same part of the problem that a leadership member is working on until the moment when the person is not progressing. At the moment when a leadership member is not advancing to find a solution to that part of the problem, then he/she must allow the involvement of another person who would have more knowledge and a better chance to solve the problem (Pietraszewski, 2020).

Furthermore, a leadership member can gain the role of a leader within the team, only for a short time, at the moment when two partial solutions to a certain problem need to be connected. Therefore, a leadership member must (1) diagnose certain parts of the problem, (2) provide the solution, and (3) combine that partial solution with other parts prepared by other colleagues (McHugh et al., 2016). Therefore, connecting all parts requires someone

with a high level of analytical abilities. All leadership members have equal chances to take the role of leader within a certain period as long as they can argue that their knowledge, abilities, and skills are necessary to create a common solution to that specific problem (Marchiondo, Myers, & Kopelman, 2015).

Therefore, connecting parts of the solution prepared by each leadership member is the final step of the process. Within this step, leadership members have a general discussion to analyse whether the solution is appropriate to the problem in discussion (Ginkel & Knippenberg, 2012). In that context, the purpose of leadership members is to create an organisational strategy including a clear common vision and detailed activities through a collaborative process, and not having a negative influence of one leader over the followers (Balkundi & Kilduff, 2006; Behrendt, Matz, & Göritz, 2017).

Figure 2: Three working steps of a leadership member in a leadership process
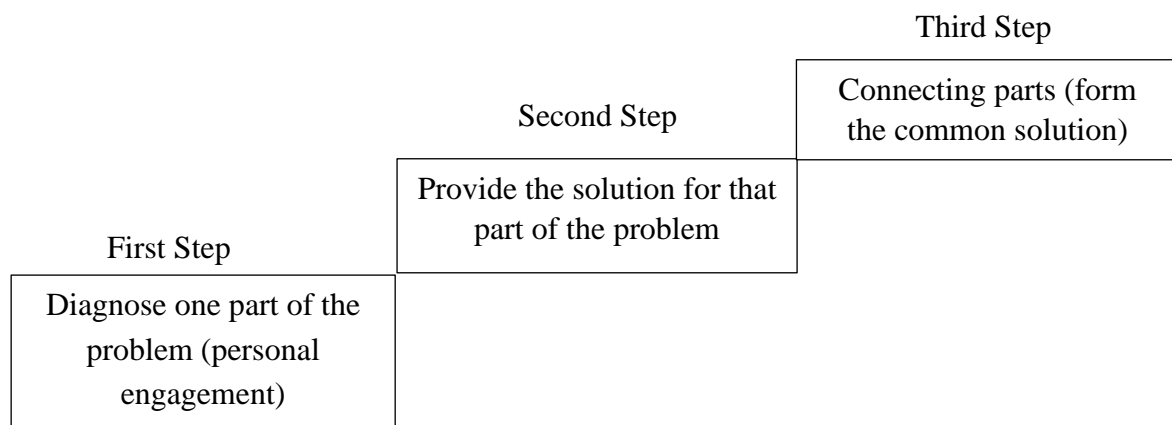
Source: Own work.

Leadership members, i.e., members of the leadership process in a collaborative decision-making process, are individuals who have self-concept clarity that describes how they are conscious of their behavioural habits, emotions, wishes, thoughts, and images that flow throughout their beings (Lord & Brown, 2001). Another important theory which is related to the concept of leadership is the self-expansion concept, which means a person develops his/her thinking process by including another one with his/her ideas, beliefs, and vision (Lord & Emrich, 2000).

Therefore, collaboration among leadership members as a leadership style defines leadership as a social network in which each individual within the group is independent in the sense of his/her authentic contribution, but also depends on the contribution of others in the decision-making process (Balkundi & Kilduff, 2006). Leadership members have to use their collaborative features to successfully accomplish individual contributions to the decision-making process (Kilduff, Tsai, & Hanke, 2006).

1.7 Collaborative decision-making

A decision-making process involves several persons with different professional, cultural, and educational backgrounds, which in most cases, have become a boundary of delivering individual vision in a social network (Morse, 2010). The diversity of leadership members creates the need for an integrative process of their personal attitudes, behaviour, beliefs, and ideas into a common vision (Kramer & Crespy, 2011). This integrative process of leadership members helps them to produce the required common values for effective decision-making to accomplish the organisational goals (Crosby & Bryson, 2010). The integration process of all leadership members is achieved through cross-individual collaboration settings, in which each member is integrated with his/her intellectual capacities into the leadership decision-making (Ospina & Saz-Carranza, 2010).

Collaborative setting in a decision-making process of leadership members means sharing the responsibilities of each leadership member and allowing them to show their knowledge and skills for a specific task among a larger spectrum of tasks (Lawler, 2008). Therefore, leadership in the context of collaboration is not considered to be governed by one leader, but is a sum of its members (Gronn, 2002). Leadership members in an organisation operate on different organisational tasks (Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2009).

The decision-making process of leadership members, committed in the form of collaboration, means that each leadership member in a specific department is free to work independently by being responsible for the duties delegated to them (Snow, 2015). However, when these decisions also influence the decisions of any other department, a leader is dependent on the decisions of other leadership members in the organisation (Murase, Carter, DeChurch, & Marks, 2014). Therefore, the outcomes of this organisational form indicate that one leader does not have absolute power over the others, but the operational activities and responsibilities of leadership members are spread equally among them (Friedrich, Vessey, Schuelke, Ruark, & Mumford, 2009).

This process is considered a cross-individual collaboration, in which leadership members are free to use their personal knowledge independently within a limited space of operational activities, and must be flexible in collaboration with other leadership members (Ospina & Foldy, 2010). Therefore, the concept of collaboration among leadership members takes into consideration three key elements: individual attitudes during the process of decision-making, individual behaviour, and communication skills and abilities to accept the arguments of others and deliver an authentic contribution to the social network (Kramer & Crespy, 2011).

The main purpose of leadership members is to use collaboration as an organisational form in a decision-making process to develop a common interest based on their common contribution that will address solutions to remedy the specific situation or issue and have benefits for all leadership members instead of seeing only the personal benefits (Sun & Anderson, 2012). Leadership members in that context collaborate to construct the problem

based on its specifics in such a way that it will make sense for the individual cognition during the process of decision-making (Zander & Zander, 2000). Therefore, leadership members are dependent on the integration of their authentic ideas, information, and other intellectual sources into a common mindset of action (Huxham & Vangen, 2000).

Table 5: The process of collaboration

The process of collaboration	Definition
Collaboration among leadership members	The ability of leadership members to collaborate in a decision-making process.
Collaborative environment	The willingness of leadership members to collaborate with each other.
Collaborative norms	Members in a leadership process establish and maintain the norms that guarantee the common productivity.
Direct communication	Deliver to other colleagues: individual information, beliefs and ideas and "direct their focus and attention in different ways" (Boies, Fiset, & Gill, 2015, p. 1082).
The culture of leadership members in a collaborative process	The holistic combination of members' beliefs, values, and practices creates cohesion in a group while they are making the decision (Chizema & Pogrebna, 2019; Lee, Scandura, & Sharif, 2014).

Source: Kramer & Crespy (2011, p. 1028).

Decision-making is an important process of leadership that brings together leadership members, i.e., members of the leadership process, to discuss any issue raised as an organisational problem and produce common leadership solutions that have benefits for the organisation (Tichy & Bennis, 2007). Leaders make decisions frequently in different areas, and these decisions can have a positive or negative effect on the organisational strategy, transformational opportunities, and structure of the social network in the organisation (Westaby, Probst, & Lee, 2010). However, leadership members, i.e., members of the leadership process, should provide numerous reasons for any decision they present to justify their position in decision-making and avoid any negative consequences of their decisions (Colquitt, Conlon, Wesson, Porter, & Ng, 2001). This form of behaviour of a leadership member provides an understanding of his/her intention and plan (Friedman & Lobel, 2003).

The context in which the organisation operates is an important factor in describing the role of a leading member in a decision-making process (Osborn, Hunt, & Jauch, 2002). An organisational context includes the culture, structure, and social network (Rowland & Parry, 2009). The contextual structure is a norm that regulates individual differences during a decision-making process, in which the role of a leadership member is determined through the implementation of his/her power to neutralize differences and come to a common conclusion (Thye, Willer, & Markovcky, 2006). A social network, from the perspective of a specific context, is a consensual commitment of leadership members in a decision-making process (Kopeikina, 2006).

One type of decision-making is collective decision-making, in which leadership members come to act together in a decision-making process (Yammarino & Dansereau, 2009). Under a collective decision-making process, the self-concept of followers is not linked to the self-concept of leaders but to their own intelligence and knowledge (Shamir, Zakay, Breinin, & Popper, 2000). Intelligence at the individual level in a collective decision-making process is defined as the ability of an individual to reason his/her vision, emphasize activities to solve a problem, think beyond the group mindset, and use past personal experience as a key source of information. Similarly, knowledge at the individual level, in a collective decision-making process, is the organisation of the arguments and principles within an individual's mind which are in line with the characteristics of the problem in a given context (McHugh et al., 2016).

The two principal problems of collective decision-making are the failure to implement practice decisions and tension prevailing among leadership members while making decisions (Kotlyar, Karakowsky, & Ng, 2011). Therefore, task conflict and relationship conflict are two different types of conflict that leadership members encounter during the collective decision-making process (Simons & Peterson, 2000). The relationship conflict among leadership members can reduce the quality of decision-making, because members in the group are affected by emotions, and their commitment to the social network is not considered high quality, meaning that leadership members have some problems delivering their ideas to other leadership members and all their behaviour in the group is tarnished (Ensley, Pearson, & Amason, 2002).

Leadership members in collective decision-making become part of solving task conflicts. Task conflict helps leadership members to challenge their ideas, but they have to avoid triggering relationship conflict because it moves the focus from qualitative debate to a personal conflict, which has nothing to do with the organisation's needs and goals (Mooney, Holahan, & Amason, 2007). Collaboration as a form of behaving and acting among leadership members creates the mechanisms that will avoid any form of uncontrolled conflict that is not manageable for members within the decision-making process and prevents them from being intersubjective (Kotlyar, Karakowsky, & Ng, 2011; Snow, 2015).

1.7.1 Decision-making

Decision-making is an essential process of leadership that brings together leadership members, i.e., members of the leadership process, to discuss any issue raised as an organisational problem and produce standard leadership solutions that benefit the organisation (Tichy & Bennis, 2007). Leaders make decisions frequently in different areas, which can have a positive or negative effect on the organisational strategy, transformational opportunities, and the structure of the social network of the organisation (Westaby, Probst, & Lee, 2010). However, leadership members, i.e., members of the leadership process, should provide numerous reasons for any decision they present to justify their decision-making position and avoid any negative consequence of their decisions (Colquitt, Conlon, Wesson, Porter, & Ng, 2001). This form of behaviour of a leadership member provides an understanding of his/her intention and plan (Friedman & Lobel, 2003).

The organisation's context is an essential factor in describing the role of a leadership member in decision-making (Osborn, Hunt, & Jauch, 2002). An organisational context includes the culture, structure, and social network (Rowland & Parry, 2009). The contextual structure is a norm that regulates individual differences during a decision-making process where the role of leadership member is determined through the implementation of his/her power to neutralize differences and come to a common conclusion (Thye, Willer, & Markovcky, 2006). Moreover, social network, from the perspective of a specific context, means a consensual commitment of leadership members in a decision-making process (Kopeikina, 2006).

One type of decision-making is collective decision-making, in which leadership members act together in a decision-making process (Yammarino & Dansereau, 2009). Under a collective decision-making process, followers' self-concept is not linked to leaders' self-concept but to their own intelligence and knowledge (Shamir, Zakay, Breinin, & Popper, 2000). Intelligence at the individual level in a collective decision-making process is defined as the ability of an individual to reason his/her vision, emphasize activities to solve a problem, think beyond the group mindset, and use past personal experience as a critical source of information. Similarly, knowledge at the individual level, in a collective decision-making process, is the organisation of the arguments and principles within an individual's mind, which are in line with the characteristics of the problem in a given context (McHugh et al., 2016).

The two principal problems of collective decision-making are the failure to implement in practice decisions and the tension prevailing among leadership members while making decisions (Kotlyar, Karakowsky, & Ng, 2011). Therefore, task and relationship conflicts are two types of conflict that leadership members encounter during the collective decision-making process (Simons & Peterson, 2000). The relationship conflict among leadership members can reduce the quality of decision-making. Members in the group are affected by emotions, and their commitment in the social network is not considered with high quality.

This means that leadership members have some problems delivering their ideas to other leadership members, and all their behaviour in the group is tarnished (Ensley, Pearson, & Amason, 2002).

Leadership members in collective decision-making become part of solving task conflicts. Task conflict helps leadership members to challenge their ideas. However, they have to avoid triggering relationship conflict because it moves the focus from qualitative debate to a personal conflict, which has nothing to do with the organisation's needs and goals (Mooney, Holahan, & Amason, 2007). Collaboration as a form of behaving and acting among leadership members creates mechanisms to avoid any form of uncontrolled conflict that is not manageable for members within the decision-making process and prevents them from being intersubjective (Kotlyar, Karakowsky, & Ng, 2011; Snow, 2015).

1.7.2   Collaboration among leadership members

Leadership members, i.e., members of the leadership process in the context of leadership development, are interested in making a continuous strategic change in the organisation. They have to manage the meanings of the situation to create shared perceptions and interpretations, and justify their actions. Leadership members, i.e., members of the leadership process, create shared perceptions and interpretations to lead by a standard definition of the situation (Shamir, Boehma, Dwertmann, & Bruch, 2015).

Each leadership member needs to understand the situation in the same way as his/her colleagues so that their actions are in harmony with common goals and objectives (Shamir, Berson, Avolio, & Popper, 2001). Therefore, leadership members need to justify their actions and introduce in detail the plan which produces the transformation disseminated by them (Shamir & Hooijberg, 2008).

Leadership members create a shared meaning system if they are recruited based on having approximately the appropriate values, beliefs, and vision, and the same working system (Shamir & Dvir, 2003). Leadership members aim to overcome social and physical distances (Shamir, Cole, & Bruch, 2009). Therefore, leadership members collaborate to create the exact meaning of the situation they want to change (Shamir & Hooijberg, 2008).

Aligning leadership members means having a shared mental model among them. A shared mental model means sharing perceptions, beliefs, and priorities, and their activities need to be aligned with each other in order to promote the strategy implementation (Shamir & Hooijberg, 2008). Therefore, leadership members sharing common perceptions, beliefs, and priorities is an essential factor for the organisation's success (Shamir & Dvir, 2003).

Life stories provide a meaning system to use as a tool by leadership members to express their internal values to the environment that they are engaged in transforming (Shamir, Dayan-Horesh, & Adler, 2005; Shamir & Hooijberg, 2008). Therefore, intrapersonal and

interpersonal skills construct the collaborative features that leadership members use in a collaborative decision-making process (Berrocal, Extreme, Lopes, & Ruiz-Aranda, 2014).

1.8   The collaborative features

Collaborative features are the core personal values of a leadership member developed over time, which he/she can integrate with essential features of the collaborative decision-making process (Ramarajan, 2014). Therefore, individual collaborative features are partial processes integrated into the more complex process of a collaborative decision-making process. This Ph.D. dissertation identifies five collaborative features, which include more than 12 individual characteristics. The five collaborative features are the ability to define a problem, the ability to think critically, the ability to information-sharing, the ability to forecast; and the ability to engage in design thinking. The 12 individual characteristics are fused into these five collaborative features:

- loyalty is an individual characteristic that represents the ability of a leadership member to be authentic in every moment and context (Jung, Yammarino, & Lee, 2009);

- commitment is an individual characteristic that represents the ability of a leadership member to fully use their personal potential while attaining a specific goal (Landry & Vandenberghe, 2012);

- open-mindedness is an individual characteristic that allows a leadership member to hear and accept new ideas, arguments, and decisions from other members of the team (Eberly & Fong, 2013);

- consistency is an individual characteristic that allows a leadership member to keep a certain level of engagement continuously while making an effort to finding a successful way to attain a certain goal (Michie & Gooty, 2005);

- honesty is an individual characteristic that describes the integrity of a leadership member. Being honest means having a clear vision and goals and staying loyal to them until the end (Ogunfowora, 2014);

- efficiency is the ability of a leadership member to achieve the required results in a decision-making process with the least waste of time and effort (Combe & Carrington, 2015);

- innovation is the ability of a leadership member to present something new in the discussion to find a solution for a specific issue (Hughes, Lee, Tian, Newman, & Legood, 2018);

- compassion is the ability of a leadership member to accept the contribution of others in the team and not attack their argument without any base of authentic argumentation (Eagly, 2005);

- motivation is the ability of a leadership member to insist on seeking the solution without taking into consideration the difficulties which emerge from the problem under discussion (Gottfried et al., 2011);

- optimism is the ability of a leadership member to believe that the solution exists (Hoogh & Hartog, 2008);

- respect is the ability of a leadership member to accept any mistake committed by another leadership member in the team by helping him/her to understand the situation (Sadri, Weber, & Gentry, 2011); and

- courage is the ability of a leadership member to resist during the process of decision-making any difficulty, pain, or danger and to not fear failing (Sturm, Vera, & Crossan, 2017).

All these collaborative features are classified into three categories, which are related to the understanding of the problem, understanding how leadership members organise all the steps of making the decision, and describing the process related to providing the solutions (Behrendt, Matz, & Göritz, 2017; Berends, van Burg, & van Raaij, 2011; Chatman & Flynn, 2001; Hardy, Lawrence, & Grant, 2005; Jarvenpaa & Majchrzak, 2016; Jung, Wu, & Chow, 2008; Phelps, Heidl, & Wadhwa, 2012; Taggar & Ellis, 2007; Wang & Nickerson, 2017; Yukl, 2002).

1.8.1 Problem definition

Problem definition is a collaborative feature that refers to each leadership members ability to evaluate and analyse how they can define the problem and contribute authentically to a specific part of the solution (Delbecq, 2017). This collaborative feature determines certain norms that simplify how personal beliefs, thoughts, ideas, and visions are delivered into the decision-making process (Chatman & Flynn, 2001). These norms should link characteristics of a specific part of the problem with the core personal values of a leadership member (Taggar & Ellis, 2007). A person should be able to understand the nature of the problem; what information should be identified concerning the issue and its source; what are the negative consequences of the problem and what will be the consequences in the future, etc.

1.8.2 Critical thinking

Critical thinking is a partial process of a leadership member whereby they engage their cognition to find solutions to a specific problem (Lord & Brown, 2001). This individual

devotion to the decision-making process is described based on three crucial cognitive components: listening, memory, and fluid reasoning (Cowan, 2005). The ability to listen is an individual cognitive component that refers to how efficiently the information can be processed (Hult, Ketchen, & Slater, 2004). Memory is a cognitive component that describes how levels of different information can be processed and, when a high level is entailed, how much of it is retained in the mind (Gathercole, Pickering, Knight, & Stegmann, 2004). Fluid reasoning is the cognitive ability to engage in quality argumentation on a specific problem in a decision-making process (Engle, Tuholski, Laughlin, & Conway, 1999). Therefore, this collaborative feature implies a person's ability to process the contextual data of the issue in question.

1.8.3   Information-sharing

Information-sharing in a collaborative decision-making process describes the trajectory of the information flow between a leadership member and other members to jointly resolve the problem (Pajunen & Fang, 2013). Five mechanisms facilitate information-sharing among leadership members: rational, cognitive, conversational (Hardy, Lawrence, & Grant, 2005), structural (Berends, van Burg, & van Raaij, 2011), and relational (Phelps, Heidl, & Wadhwa, 2012).

The first mechanism, the rational mechanism, is the presentation of data by a member of the leadership, which is based on specific facts or reasons and not according to their temporary or long-term emotional state (Lee, Han, Cheong, Kim, & Yun, 2017). The cognitive mechanism is related to the level of awareness of the person, and involves being able to think, understand, learn, and recall information that is credible and within the spectrum of the topic for discussion (Mumford, Watts, & Partlow, 2015). The conversational mechanism is a formal discussion of the issue between a member of the leadership and other members of the leadership, exchanging experiences, facts, observations, opinions, and ideas (Horton, 2018). The structural mechanism means organising arguments in the most organised form by connecting the premise with its conclusion in the most logical and substantive manner (Wilbur, 2012). The relational mechanism involves the information that a member of the leadership disseminates to other members of the leadership, and serves to fulfill their interests by listening to the information and fulfilling the tasks in the process of their work (Jayachandran, Sharma, Kaufman, & Raman, 2005).

Therefore, these mechanisms explain how leadership members take information from their past experiences and processes by engaging their cognitive abilities and then delivering information to others through their communication skills while choosing efficient words to clarify the message they wish to deliver (Chua, Ingram, & Morris, 2008). Such individual information should be structured to ensure that it is meaningful for those paying attention to it (Hansen, Mors, & Løvås, 2005).

1.8.4   Forecasting

Forecasting means a leadership member making predictions concerning the future outcomes of a particular issue (Shipman, Byrne, & Mumford, 2010). A leadership member may be affected by many factors (working environment, interference of team members, the time dynamic, etc.) during the decision-making process that can lead them in the wrong direction of forecasting (Wilson & Gilbert, 2005). In a collaborative decision-making process, a leadership member must have a clear vision that he/she firmly believes amounts to the practical implementation of the common decision (Lapidot, Kark, & Shamir, 2007). When faced with a problem, a leadership member tries to forecast the best solution to that problem by considering the following critical variables in forecasting: cognition, objectivity, the time dimension, and the content of the solution (Mumford, Steele, McIntosh, & Mulhearn, 2015).

1.8.5   Design Thinking

Design thinking is a partial process whereby leadership members use their human and social capital to develop novel ideas and refine them to exclude those that are not good enough, in order to seize genuine opportunities in the future (Marion & Uhl-Bien, 2002; Stobbeleir, Ashford, & Buyens, 2011). To successfully transform the situation in an organisation, a leadership member must be committed to generating novel ideas and further developing them in order for the ideas to be implemented easily in actual cases (Baer, 2012). Therefore, leadership members must be highly creative and realistic simultaneously because the novel ideas they generate often are hard to implement in practice (Škerlavaj, Černe, & Dysvik, 2014).

A leadership member with a high level of design thinking skills can collaborate successfully with others by being more credible in their colleagues' eyes due to their contribution (Mumford, Scott, Gaddis, & Strange, 2002). However, leadership member often uses their design thinking to influence the team members' cognition (Vincent & Kouchaki, 2016). Manipulation of the mind harms the collaboration process because design thinking in collaborative decision-making is the ability to communicate ones core personal values (Jaussi, Randel, & Dionne, 2007), which are fashioned by ones past experiences over time (Martin, 2015).

1.9   The four life-story aspects

This dissertation constructs the four life-story aspects to understand what a leadership member represents in a social network (Vough & Caza, 2017). The first aspect is educational experiences, including stories (experiences) within the school environment (Higgins, Robinson, & Hogg, 2014). From that perspective, it is crucial to define the schools environment and analyse its processes (Park, Stone, & Hollway, 2017).

The following processes that construct the educational experiences (stories) are the linguistic and non-linguistic communication among students and between students and teachers (Hayes, Barnes-Holmes, & Roche, 2001). Similarly, the social capital and human capital of students and teachers (Leana & Pil, 2006)—e.g., the way in which teachers give lectures; the ability to listen to and accept information from others; conversations between two persons for more argumentation on any issue; relationships among students, including the way in which students discuss, compete, motivate, and play—determine how stories are constructed from the aspect of educational experiences (Brink & Costigan, 2015).

The second life-story aspect is related to professional experiences, and describes all stories experienced in a job position (Solberg & Wong, 2016). This life-story aspect is included in the analysis of the following processes in the working environment (Nielsen & Daniels, 2012): employee–boss relationships (Koseoglu, Liu, & Shalley, 2017), employee–supervisor relationships (Quaquebeke & Felps, 2018), employee–employee relationships–employee–client relationships, individual working moments, working group moments, and moments during breaks (Carpini, Parker, & Griffin, 2017).

The third life-story aspect includes external social experiences (Avolio, Walumbwa, & Weber, 2009). The processes within this aspect are societys culture (Ensari & Murphy, 2003), diversity of people, communication with strangers, relatives, political environment (Davis & Gardner, 2004), etc. The fourth life-story aspect includes internal social events and experiences. The processes analysed from this perspective are the home environment, the culture of a closed family, communication with sisters, communication with brothers, communication with parents, family in a horizontal line, family in a vertical line, and the role of children (Jaskiewicz, Combs, Shanine, & Kacmar, 2017).

Finally, the definition of aspect in this dissertation describes a group of life stories that appeared as dynamic life processes that happen within a given context (Shamir, 2005). There are four different aspects because they are experienced as different living environments with different actors in them, and each has a different role in shaping the individual identity (Ramarajan, 2014). Similarly, even the methodology to analyse each of these aspects is different, because, for example, at internal social events, I can experience (observe) all stories for an extended period, and the analysis is more intersubjective than that of external social experiences. Therefore, each aspect has different elements that are unique in shaping individual personal values (Shamir & Eilam, 2005).

1.9.1 Internal social experiences

The first context of analysis into the internal social events is the home environment of a couple and their children. Although currently the family structure varies because of the large number of divorces or non-marital status, the family structure still is considered a traditional way of living among parents and children (Demuth & Brown, 2004). The traditional form of families is better for the well-being of children and parents. Therefore, in the environment

of a family, there is a complex system of many life variables, including relationships, hierarchy, roles, rules, goals, values, disputes, love, help, crisis, and decision-making (Myer et al., 2014). The selected organisational form of a family, especially for children, significantly impacts the shaping of their identities and formation of the worldview of how they will see life in the future (Gold & Wilson, 2002).

One context of analyses of internal social events is the family culture. The concept of culture is defined as the personal knowledge and habits learned by a large number of persons within a specific entity (Matsumoto, 2006). Family culture describes the transition of knowledge and traditions from old to new generations. A family is an entity that its members make. Younger members who are children can inherit some knowledge and habits from their parents. This cultural inheritance will have a positive effect in the case of open discussions among family members; in contrast, family members creating limited space for collective discussion will have a negative impact on the culture of that entity (Orgad, 2015). Therefore, the family culture is defined as a sum of some core values that are created by the contributions of many generations across time that has shaped the self-concept of that entity and is used as a guide for the process of living, thinking, and behaving, within the context of the family (Burkill, Waterhouse, & Pazzagli, 2020).

The structure of a family may be considered in the form of a horizontal line that includes the behaviour of parents towards children and the responsibility of children towards parents. It means that the parents' role is to guarantee the well-being of the family by developing their cooperative abilities and the process of self-regulation to help children shape their identities without any serious trauma that can affect their life subsequently (Hennum, 2012). Therefore, parents have to provide their children with the best example of a family and push them to be responsible for their actions by helping them develop their cognitive abilities (Rooth, Piuva, Forinder, & Soderback, 2018).

Parents are the children's focus during the process of shaping their identities, and they borrow from their parents all the personal values they need to create and clarify their self-concept (Rogers, Creed, & Praskova, 2016). Therefore, families in the form of horizontal lines describe the role of parents in shaping the identity (core personal values) and sub-identities (education, musical preferences, game preferences, etc.) of children, and the responsibility of children to be committed to the values obtained in the process of learning from their parents (Shigeto, Mangelsdorf, & Brown, 2013).

Furthermore, the structure of a family also can be considered in the form of a vertical line that includes the individual's ability to be part of a transition from the position of a child in a family into the role of a parent in a new family. This change of role causes an emotional effect on a person, and the time of transition can take as long as the person needs to transform him/herself into a new life role within the context of the family (Gibbs, Boshoff, & Stanley, 2015). This transformation includes the ability of a person to be responsible for other family members and their decision-making processes (Yssel, Engelbrecht, Oswald, Eloff, & Swart,

2007). The analyses of this transition are multidimensional; each of these dimensions is essential for a person's performance in a new form of life.

Marriage can be defined as a determinant of avoiding injustice and creating gender equality among two partners (Strandell, 2018). The existence of adverse events within a family due to the lack of justice and equality among partners has a consequence. It affects the quality of life of the family members (Nuti, 2016). Therefore, the well-being within the domain of marriage is multidimensional, such as financial, communication, decision-making, and satisfaction of partners (Maniotes, Ogolsky, & Hardesty, 2020). The most important part of marriage is paying attention to the psychological state of the partner in order to maintain stability and increase self-satisfaction, which is considered to be a promoter of good experiences among partners, and of bad experiences in the case of low satisfaction of a partner. Hence, this creates the basis for having a stable family with a clear vision for the expected future (Beach et al., 2011).

Family relationships, especially parent–child relationships, are essential for the well-being of the family and child (Shek, 2000). In particular, open communication between parents and children, including factual and emotional information, benefits the family, seen from the perspective of the normal relational domain and the stable psychological state of children (Davidson & Cardemil, 2009). Children learn how to behave in different environments due to this experience in the family. Open communication will prepare children to feel comfortable resolving problems with others, to build healthy relationships with other actors in society, and to be responsible for the activities in which they are engaged (Huff, Widner, & McCoy, 2003). Furthermore, through this form of communication, parents learn about their children's needs and feelings on specific issues.

The lack of open communication between parents and children will destroy the stability and well-being of the family and may cause depression in a child as a consequence of tension and misunderstanding of parents of the needs of their children; it will increase the rate of child delinquency and the inability of parents to protect their children (Davalos, Chavez & Guardiola, 2005); it will cause a problematic state of mental order in children and parents; and it will affect the performance of children in daily life activities, including the school performance of children, and high relational tension in the parents' relationship due to their feelings of responsibilities for the well-being of the family (Brody, Flor, Hollett-Wright, McCoy, & Donovan, 1999).

The parents' relationship is a necessary form of behaviour that has an essential effect on other members of a family, such as children, because cooperation among parents displays the role they have in the development of the well-being of their children's and of the family as a whole (Van Egeren & Hawkins, 2004). In a healthy family, parents' behaviour favors mutual agreement about some norms that mitigate the process of a family function; thus, it makes parents responsible for all events shaped by the activities of its members (Schrodt & Shimkowski, 2013). As a result of this communication among parents, children will use it as

guidance to shape their attitudes towards and behaviour in communication with others, meaning that parenting communication is the basis for family outcomes in a larger domain such as society (Adamsons & Pasley, 2006).

The sibling relationship creates positive and negative experiences in a family's performance (Weaver, Coleman, & Ganong, 2003). These experiences are why a person can shape their identity through a process of communication with brothers and sisters for an extended period. Therefore, a person living in the same home with brothers and sisters will develop their attitudes towards and behaviour in society, meaning that family members are persons from whom one learn some social norms, which are essential in relationships with other actors in society (Palacios, Kibler, Yoder, Baird, & Bergey, 2016).

Relationships among family members also are analysed from the perspective of the impact of wealth on family members (Becerra, Cruz, & Graves, 2020). Poverty in a family causes a challenging environment with various conflicts among family members. The reason is that the well-being of family members will be at lower levels, and satisfaction with the family's progress is low. Therefore, the financial capabilities of a family are a determinant of the performance of a family and of the events within the family and in a broader domain of analyses (Habbershon & Pistrui, 2002).

1.9.2   External social experiences

In the theoretical part of this dissertation, external events are divided into random and rare external events. Random external events that a person can experience are considered those that are repeated across time (Alter & Oppenheimer, 2006). For this type of event, a person is not influenced profoundly because he/she will form a personal judgment and can manipulate elements of that specific event after becoming used to experiencing it continuously for an extended period. A person is prepared to understand that random events will happen before the moment of occurrence, and he/she will manage them carefully and consciously (Tyszka, Zielonka, Dacey, & Sawicki, 2008). The second type of external event is known as rare events because the occurrence of these events has not been experienced previously. This type of event has more influence on people's personal values and is considered to be unpredictable by the person experiencing it (Kimhi & Zysberg, 2009).

One context of analysis for external social events is the role of peoples diversity. Society comprises people with different ethnic, religious, educational, political, and other identities (Moshman, 2005). People continuously seek to develop self-identity by acting in different circumstances; based on that, they will find the best identity that fits the personal core values inherited from their parents (Seaton, Schottham, & Sellers, 2006). As a result, each person in a society has a different worldview, and they will provide, consciously and unconsciously, numerous constructs of external events, which will not be the same as constructs of external events provided by others in that society. Therefore, we have diverse external events due to peoples activities (Ellithorpe & Bleakley, 2016).

Another context of analysis is the emergence of external social events in social communication with strangers. Even in a stable society, with a high level of education and individual well-being, a person has difficulty freely trusting a stranger. This communication environment with strangers produces unusual external events that are not random and can be experienced for the first time by a person (Courtois & Tazdait, 2012). Nevertheless, a person must manage his/her doubts about strangers' unknown purposes during the communication process and participate authentically in building the events constructed by the untrustworthiness of their conversation (Cox, 2004). The main point of this untrustworthiness among two or more persons is the anonymity that they reflect during the conversation. Therefore, personal life backgrounds, including inherited culture and identity, will determine the construct of the event that emerges through the conversation process among two or more persons (Uslaner, 2004).

The culture of a society is constructed as a consequence of peoples activities in a specific area, and it is considered authentic and is distinguished from any other culture of another society. A society's culture comprises three sections: material culture, ideal culture, and social culture (Walker, 2001). These cultural sections include the way of living of particular societies, their traditions inherited from previous generations, the development of their history, their unique language, and all other habits inherited over time (Matsumoto, 2006). From this perspective of analysis, the culture of people in a society is constructed as a result of the past contribution of more than one generation. The culture of society describes how people start behaving based on the values they have inherited from previous generations. These values are the basis of shaping individual attitudes, ideology, and lifestyle, and determine the behaviour the person will show during a conversation with others (Schwartz, 2004).

Another context of analysis in a construct of external social events is communication with kin and friends. A person can develop his/her positive emotional state, exchange information with a higher level of trustworthiness, and be more creative, which could be considered the context that shapes festive social events (Bertera, 2005). Building close relationships with kin and friends will lead a person to a more extraordinary experience in a situation. Such relationships could be used as an opportunity for a social transformation in a specific situation. This means that individuals are more open to taking risks to explore a situation and to challenge the status quo that prevailed at the moment of entrance to that experience (Han, Li, & Hwang, 2005). Therefore, a kinship system /helps people accept the contribution of others to a discussion based on their knowledge, skills, and abilities. Based on these individual virtues, they will construct the rules of individual behaviour within the context of the discussion (Tsai, 2006).

In external social experiences, it is essential to include analyses of peoples well-being while interacting with others. Social well-being is correlated with the stability of the psychological state, an increase in individual satisfaction, and peoples integrity (Joshanloo & Ghaedi, 2009). Furthermore, social well-being is defined as a person's hedonic and eudemonistic

pleasure in social interaction (Keyes, Shmotkin, & Ryff, 2002). The hedonic aspect describes how a person will experience a subjective judgment about bad and good events in specific social environments (Ryan & Deci, 2001). The eudemonistic aspect describe' a person's pleasure as a consequence of his/her knowledge, skills, and abilities to deal with a specific issue (Keyes, 2006). Both aspects are necessary for a person to participate actively in a discussion and take advantage of that experience. Table 6 defines the five crucial components of social well-being (Joshanloo, Rastegar, & Bakhshi, 2012).

Table 6: Five components of social well-being

Component of social well-being	Definition
Social acceptance	A person is comfortable talking to others.
Social actualization	A person's belief in the evolution of society.
Social integration	A person finds people with the same personal core values.
Social coherence	A person understands the quality of the core values of society.
Social contribution	A person contributes with his/her core values to society.

Source: Joshanloo, Rastegar, & Bakhshi (2012, p. 641).

One criterion for developing social well-being is also the creator of the social meanings about things people need to have and wish to be. Social meanings explain the desire of people to behave in a specific way and help them to evaluate their satisfaction with the contribution they provide to society (Deneulin & McGregor, 2010). Individual activities and contributions to society are regulated by some public policies set by the public institutions of one country. The interaction between two persons within the context of society is regulated by rules that aim to provide space for individual contribution and guarantee the freedom of others through these individual activities and contributions (McGregor, 2007). Therefore, the freedom of individual speech makes people display their authentic ideas and evaluate the contribution of others in response to creating common meanings of the social core values of the society (McGregor & Sumner, 2009).

Another context of analyses into external social events is the role of media and social media in shaping peoples worldviews of their environment (Nilan, Burgess, Hobbs, Threadgoald, & Alexander, 2015). Social media is a communication tool used by young people to overcome the boundaries of physical distance among individuals (Papacharissi, 2014). People in conversation with others always wish to make friends and display their values to create an identity that prefers to be among others. Therefore, people start using social media

to shape their preferred identity, which may not be authentic but helps them strengthen their relations with friends and avoid negative personal values (Buckingham, 2013).

People wish to travel to change the environment in which they are used to living for an extended period. Visiting new places allows travelers to create an authentic new story that they can use to enhance their creative abilities and reshape their worldview about life characteristics (Week, 2012). Therefore, traveling across countries helps people discover new forms of living and life characteristics, including culture, traditions, social well-being, architecture, etc., which they can use to reshape their personal stories (Noy, 2004). Therefore, for a short time, in a new country a person starts being integrated into the new culture that will lead him/her to a new perspective of life, including accommodation to new rules, culture, behaviour, etc. Furthermore, people consider writing down each element discovered through traveling across countries and creating new life stories by comparing the travel experience with previous knowledge gained through living in a limited geographical space (Sharp, 2002).

Leisure is another context of external social experiences that shapes peoples life stories. Leisure is considered to be a complex system of individual activities because leisure is correlated with every activity in which a person can engage in life (Chick & Shen, 2011). Leisure also can be described as the time people spend in the cultural complexity that includes numerous individual activities such as games, play, music, walking, picnicking, etc. (Kramer, 2005). The concept of leisure has four essential components: individual freedom from any obligation, the right of choice, self-determination, and flexibility of the opportunities he/she has within a specific context of life (Blackshaw, 2012). Shopping is an activity in which people spend time buying everything that has value for them, and it is an attraction that they use to be motivated and increase their life satisfaction (Moscardo, 2004). People show their freedom, choice, self-determination, and flexibility while buying clothes, and, at the same time, they use shopping to shape their image, which means that it has a significant effect on their personal life over time (Trévinal, 2013).

Furthermore, visiting a diversity of architectural structures will affect the development of peoples identity because they will learn how to pay attention to details while engaged in a decision-making process. People also develop their identity through the correlation with the social identity expressed through architectonic shapes within specific countries (Maitner, Mackie, Pauketat, & Smith, 2017). People have a sense of self-evaluation because they aim to display individual identity and correlate it with social identity. They tend to present themselves as part of the social culture (Leung & Cohen, 2011).

1.9.3 Professional experiences

The working environment is integral to employee performance (Volmer, Spurk, & Niessen, 2012). Every job position has characteristics that can change over time, and the employees responsibility is to accommodate them (Rank, Pace, & Frese, 2004). A job position involves

many employee activities that must be fulfilled for a given time (Grant & Parker, 2009). The employees role is to achieve the organisational goals related to the position delegated to them (Berg, Wrzesniewski, & Dutton, 2010; Wrzesniewski & Dutton, 2001). Similarly, the environment of the employee work engagement includes the office from which he/she makes decisions; the relationships with co-workers, the boss, clients, and supervisors; access to a social network, the relationships among supervisor and boss; the relationships among supervisors; and other working processes (Solberg & Wong, 2016).

A job position is a set of individual work processes, including working content, tasks, and cognitive work boundaries (Grant & Parker, 2009). The working content shapes an employees role within the specific organisational system. Each role in the organisation has its unique working content that does not have the same power as other roles in the organisation (Aldrich & Ruef, 2006). For example, the Chief Executive Officer (CEO) is a leadership role in the organisation that has leading responsibilities to contribute to organisational performance (Jung, Vissa, & Pich, 2017). Tasks are delegated to the employees as small working processes performed by them daily (Gibson, Randel, & Early, 1999). Similarly, cognitive boundaries of work describe the importance of obtaining current information about the tasks the individual performs and marking progress in the growth of knowledge, including their abilities and skills related to the working position in which they are engaged (Kaplan, Milde, & Cowan, 2017).

The diversity of the employee, including their professional backgrounds and the complex tasks with which they have to deal to manage them, affects the need to create social networks in each department of the organisation (Sharma, 2018). Complex organisational tasks are novel in content, and the employees' experiences, including their knowledge, skills, and abilities, are necessary to accomplish those tasks (Cummings & Kiesler, 2007). Therefore, the diversity of professional backgrounds and the coordination of these sources simplify the process of dealing with the complex tasks that appear continuously at different points in the organisation (Hoegl & Gemuenden, 2001). In that sense, the collaboration of the employees fills the individual gaps between their knowledge, skills, and abilities and the elements of specific complex tasks they must address (Bunderson & Sutcliffe, 2002).

The social network in the organisation is considered more as a macro-process of decision-making, and individual contribution is embedded into that macro-process (Kozlowski & Klein, 2001). Individuals, in the context of their role as an employee, are obliged to possess the required knowledge, skills, and abilities to understand the problem that emerged as a complex task and participate effectively and with efficacy in a social network while making decisions about that problem (Faraj & Sproull, 2000). Therefore, individual contribution is marked as critical in the context of the social network because employees should avoid any divergence among themselves about the problem and should create the same perception with other members in the social network about the content of the task that emerged in a specific department within the organisational environment (Hoegl & Gemuenden, 2001). Otherwise,

employees with different perspectives on the content of the problem will decrease the chance of finding a standard solution to the task. (Cronin & Weingart, 2007).

The role of the boss in the organisation is to think strategically by illustrating the vision, goals, and activities, and the role of subordinates is to transform these from general concepts into tangible outcomes (Xu, Loi, & Lam, 2015). The boss is responsible for increasing the level of justice and trust among subordinates to create a comfortable working environment in the organisation (Lau & Liden, 2008)' The boss's perception of the working environment directly affects the subordinates perception of the same working environment (Loi, Lai, & Lam, 2012). Subordinates tend to accommodate themselves to the vision delivered by their boss'

The boss's mission for his/her subordinates is to develop their self-concept because it is the most secure way to understand the vision and act authentically to transform that vision into tangible outcomes (van Knippenberg, van Knippenberg, De Cremer, & Hogg, 2005). Therefore, the affective commitment of the boss is guidance for the subordinates to act in difficult decision-making circumstances with the same affective commitment promoted by the boss (Lamertz, 2002). The subordinates are the first or middle managers engaged in transforming their boss's vision into reality.

Supervisors have a lower position in the hierarchy of leadership in the organisation, and they are more focused on managing employee activities (Koseoglu, Liu, & Shalley, 2017). They are positioned in the management hierarchy as the first or middle managers who organise the activities delivered by the boss based on the strategy visualized by him/her for the employee responsible for transforming that vision into tangible outcomes (Zhang & Chen, 2013). Therefore, the boss must shape the strategy, and a supervisor has to delegate responsibilities and identify employees with the proper abilities, skills, and knowledge related to a specific duty (Zhou & Schriesheim, 2009).

In the workplace, different kinds of conflicts emerge between supervisors and subordinates and between peers, and the supervisor's role is to resolve disputes. The employees are engaged to achieve the same goals. However, they are responsible for only a limited set of activities. The supervisor's role is to keep them working within that specific spectrum of responsibilities without interfering with the duties of others (Ilgen, Hollenbeck, Johnson, & Jundt, 2005). The failure of the supervisor to manage a situation will cause a lack of self-concept clarity in employees. It will reduce the chances of achieving the goals that the leader sets in his/her prepared strategy (Kacmar, Bachrach, Harris, & Noble, 2012).

When an individual starts a job, his/her first duty is to learn about the organisation's culture and become informed about their role in the social network (Schein, 2004). During the socialization process, new workers cause some organisational problems that can affect the working environment, which also affects the performance of collaborators (Bauer, Bodner, Erdogan, & Truxillo, 2007). Therefore, organisations prepare a list of norms that clearly

define the behaviour of each individual in a specific working context (Schaubroeck, Peng, & Hanna, 2013). As a result of this adjustment, employees develop their self-concept following organisational characteristics, and they will develop a personal identity related to the organisation's identity (Ashforth, Harrison, & Corley, 2008; Cooper & Thatcher, 2010). Therefore, the interaction among employees is organised based on organisational norms, and the communication among employees during a decision-making process is formal (Pine & Mazmanian, 2017).

Employees in the organisation aim to develop their professional roles under the responsibilities delegated prior to them. However, sometimes there is a gap in how the employees perceive their roles and the clients perception of the roles of employees in the organisation. This gap can cause many communication problems among employees and clients, and can harm organisational processes (Vough, Cardador, Bednar, Dane, & Pratt, 2013). The professional work of employees influences the perception of clients and have a negative effect if the perceptions of employees and clients about the roles of employees differ (Tomlinson & Mayer, 2009). Therefore, the employee image depends on how clients see a' employees role in the organisation, and based on that process, the employees and clients develop their working behaviour and interaction (Roberts, 2005).

In a job position, the employee also will experience the process of communication with the general boss and the supervisors. The supervisors are positioned at a lower level in the hierarchy of leadership. A supervisor's role is to obtain and apply the boss's strategy by converting it into practical activities and deliver it to the first-level managers and, thus, to the employees in the form of tasks (Wooldridge, Schmid, & Floyd, 2008). The boss has to convince the subordinates of the benefits of the strategy he/she is delivering to them, and subordinates are middle and first-line managers who have to believe in the strategy's success and illustrate its information before delivering it to the employees. Therefore, the boss must push his/her subordinate to be conscious of the information of the strategy and increase their self-awareness of the role they have while applying that strategy (Ou, Seo, Choi, & Hom, 2017).

Sometimes employees must collaborate on a dynamic task with more than two supervisors, and each has a different role in the strategy delivered by the boss. Each supervisor is responsible for organising and converting one part of the strategy into practical activities (Reichard & Johnson, 2011). Therefore, the main goal of each supervisor is to accomplish personal obligations derived from the strategy and help his/her colleagues progress on their parts (O'Connor & Quinn, 2004). Thus, they aim to communicate appropriately among colleagues, be professionally prepared, and adapt to the working environment and trends. A supervisor is responsible for having cohesion between his/her actions and colleagues' activities because, in the end, the success of the strategy is not the sum of one part of the strategy but of the whole of the strategy (Kozlowski & Klein, 2001).

First and middle managers are responsible for leading the employees in a task. However, sometimes they also must participate directly in the operational activities when the employee fails to do his/her job accurately (Day & Harrison, 2007). The operational activities of the supervisor are necessary to help accomplish the strategy. The working environment changes over time because of many factors, including changes in the strategy, employee failure to apply for orders, competition among employees, lack of capacity to deal with a dynamic process, etc. The supervisor must find new alternatives to accommodate the whole of the strategy into the actual situation of the organisation (Antonacopoulou, 2000).

The final context described in this life-story aspect is employees' experiences during breaks. Employees use this time in the organisation to eat, drink, and talk, and for other free activities, independent from the work responsibilities; this helps the employee to regain energy, be motivated, and avoid the stress accumulated during working hours (Dust, Resick, Margolis, Mawritz, & Greenbaum, 2018). The boss, supervisor, and colleagues lose their roles, and the hierarchy does not exist. Communication among members in the organisation and freedom of discussion and argumentation exist among them (Parker, Bindl, & Strauss, 2010).

1.9.4   Educational experiences

A school is an institution that represents the education of students, such as through the transfer of knowledge from teachers to students and the exchange of information among students that leads to continuous intellectual growth for all its members (Pil & Leana, 2009). The program of schools is developed in the long run to increase social capital (Adler & Kwon, 2002) and human capital (Gibbons & Waldman, 2004) simultaneously as a way to improve the students intellect and teach them to share their knowledge with others (Gratton & Ghoshal, 2003; Inkpen & Tsang, 2005; Nahapiet & Ghoshal, 1998). Therefore, all events in school are seen from the perspectives of human capital, which is related to the knowledge, skills, and abilities of teachers and students at the individual level (Ployhart, Iddekinge, & Mackenzie, 2011), and of social capital, which explains the knowledge, skills, and abilities of teachers and students to collaborate among them at the collective level (Kramer, Hanna, Su, & Wei, 2001; Leana & Pil, 2006).

The environment in the school is very intensive (Mokrova, OBrien, Calkins, Leerkes, & Marcovitch, 2013; Park, Stone, & Hollway, 2017) in the sense of the significant number of courses, diversity of study materials, and practical activities that students perform (MacPhee, Prendergast, Albrecht, Walker, & Miller-Heyl, 2018) during a short period on a daily basis (Chih-Yung, Changa, & Lob, 2018). A large spectrum of courses at each school level allows students to experience life from different perspectives (Alves, Guimarães, Marques, & Cavaco, 2014). For example, a math course will teach students to be more realistic (Dougherty, Goodman, Hill, Litke, & Page, 2017) compared with other creative-critical thinking courses (e.g., reading courses), in which students become more imaginative through

analysing pictures of materials delivered to them or through participating in a profound discussion (Daly, Mosyjowski, Oprea, Huang-Saad, & Seifert, 2016; Sahimi, 2012).

Therefore, courses are experienced differently by students depending on the course content that the curriculum has foreseen for the students (Elena, 2015). A class hour is a dynamic process with various stories (Cantore, Filippo Ferroni, & León-Ledesma, 2017). However, events experienced in class with theoretical content are not similar to events experienced during practical activities. Practical activities are actual events that students experience directly through observing and performing them (Maresca, Gomez, Caja, Barajas, & Ledesma, 2015).

A teacher's human capital, including knowledge, abilities, and skills, is the guidance for a student to define a problem (Bryk & Schneider, 2002; Pil & Leana, 2000). Similarly, the social capital of teachers in class is to prepare a story and deliver it to students so that they can analyse the story in each of its elements from their thinking perspective or through the way they can perceive it based on their cognitive abilities and provide alternative solutions that explain how that story would be improved (Sigler & Kashyap, 2008; Smith, Collins, & Clark, 2005). Therefore, the human capital and social capital of teachers determine the level of human and social capital of students (Day et al., 2005) because students are provided with the knowledge, abilities, and skills of their teachers; thus, they start defining a problem approximately on the basis of the story that their teachers have constructed (Pil & Leana, 2009).

Communication is the exchange of information among two or more people (Hargie, 2006). In this dissertation, the development of communication skills describes the process of social interaction among teachers and students during a class hour (Hayes, 2002). Teachers and students use oral communication, including voice, words, and expressions, to deliver their personal information and knowledge, creating diverse stories for a problem they discuss (Brink & Costigan, 2015).

Figure 3: Three elements of oral communication
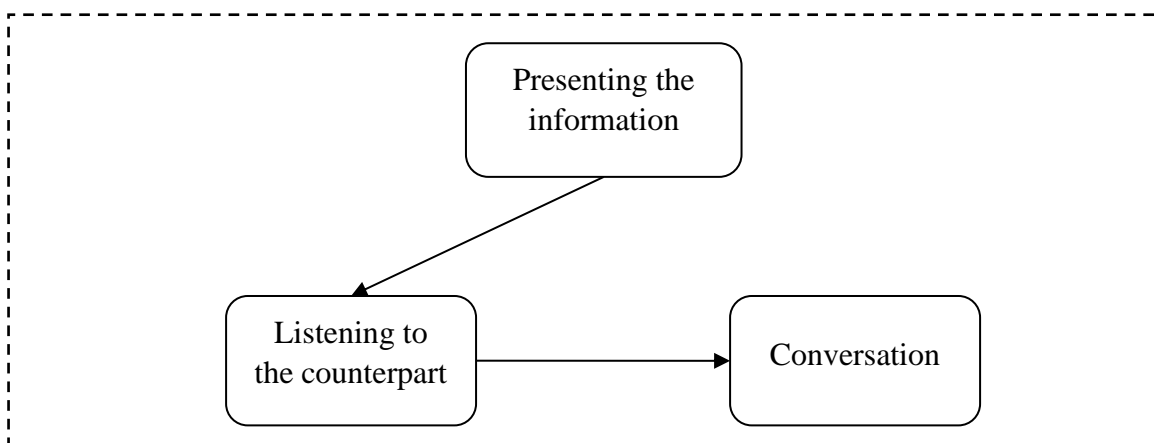
Source: Brink & Costigan (2015, p. 206).

Figure 3 presents the three most essential elements of oral communication in class communication among students and between students and teachers (Conrad & Newberry, 2011). Presenting the information means a student in class delivers his/her knowledge and others listen carefully to the content of his/her speech (Wilson & Sabee, 2003). Listening is the students ability to understand clearly the message that the person who speaks is trying to deliver (Barry & Fulmer, 2004). The conversation is the ability of two or more students to provide additional information and argumentation among themselves in order to increase his/her emotional speech influence over the others incorporated in that discussion. Therefore, the three oral communication elements define how students, together with teachers, construct a diversity of stories for every problem they discuss in class (Zhao & Alexandar, 2004).

Stories also are constructed in a class by observing non-linguistic communication among students and between students and teachers (Brink & Costigan, 2015). Non-linguistics communication is body language without words, including personal gestures, body contact, facial expressions, etc. (Pell et al., 2015). Students and teachers in class during the presentation, to illustrate words and to keep the rhythm of the discussion, use gestures, body contact, and facial expressions (Vatavu, 2017). Using both spoken words and non-linguistic expressions helps to clarify the message that a student or a teacher is willing to share in a social network (Parrill, 2012). Because a message delivered by any class member through both linguistic forms will shape the conceptual structure in the mind of students and teachers (Gibbs, 2006), this conceptual structure in the individual mind is defined as an individual story (Rekittke, 2017).

Teachers in school have the primary responsibility of managing the school experiences of students by educating them, lecturing many topics from a diversity of disciplines through different academic hours, and preparing students to transform their knowledge into practical activities (Adler, 2015). Similarly, the teacher's purpose is to build the student narratives about the school perspective. Teachers, with their knowledge, intend to build student narratives about many issues in school, including the role of schools, the materials of a specific discipline, the character of students, working discipline, the process of communication, etc. (Burton, Bamberry, & Boundy, 2005). Therefore, teachers are knowledgeable about how to develop and improve school experiences and then serve the students as educational stories, which students can use during their life in practical cases (Colquitt, LePine, & Noe, 2000)'

Teachers' ability to listen to their students' opinions is seen from the pedagogical perspective as an essential factor in teaching productivity. A diversity of students in a class makes teachers encounter students from different cultures, knowledge, abilities, races, etc. (Hardy & Tolhurst, 2014). Therefore, teachers can create a productive academic hour only if they consider all students' backgrounds and use them to organise their teaching methodology (Holtbrügge & Mohr, 2010).

Student opinions can be used as an illustration of their core values, including their knowledge of the specific issue. Thus, a teacher's ability to listen to these opinions can help students to reshape and advance their opinions by providing them with additional information related to that specific issue (Burton, Bamberry, & Boundy, 2005). Therefore, the listening process of teachers can help students to enforce their cognitive abilities to rethink their position of argumentation and provide a more substantial argumentation for that specific issue (Hawk, 2008).

During the lecturing hour, students receive information from the teacher about the material dedicated to that lecture, and they build a story to comprehend the meaning of what they read or hear in class (Bridgman, Cummings, & McLaughlin, 2016). Teachers aim to push students to use their judgment abilities while constructing their stories. They provide their students with feedback to bring them closer to the truth of a specific discipline (Schwartz & Sharpe, 2010). Therefore, teacher feedback is considered to be a set of rules or standards of specific discipline that helps students to revise their stories. Similarly, students will experience a teacher's feedback for a specific issue as an opportunity to understand the information within the context that the discipline has foreseen for them (Gentile, 2010).

Evaluating students and teachers in school is considered to be an essential criterion of educational progress (Clayson, Frost, & Sheffet, 2006). A teacher uses grades to measure students' performance and a standardized evaluation methodology set out by educational institutions (Marsh & Roche, 2000).

Students experience teachers' grades in many emotional forms (Clayson, 2005). They are predetermined to think that good grades are a result of their efforts and the outstanding performance they show in class, and students believe that lower grades are a result of the failure of their teachers (Johnson, 2003). The evaluation of teachers for their students' performance also can affect the students attitude towards their teachers (Deci, Koestner, & Ryan, 2001). If the teachers grade is lower than student expectations, then the motivation of students will be lower, and as a result, they start to lose interest in that class hour (Dobrow, Smith, & Posner, 2011). Therefore, teachers must be careful while grading students' performance, because it will affect their cognitive abilities to show progress in that discipline (Smith, Sansone, & White, 2007).

The school curricula create a space for student engagement and foster their interest in specific disciplines (Schraw, Flowerday, & Lehman, 2001). Students' interest in school describes their attention to a specific issue to comprehend the information within the specific context (Ainley, Hidi, & Berndorff, 2002). The school curriculum stimulates the intuition of students (Hogarth, 2001). It motivates them to make effort for in-depth learning of school materials to increase their knowledge (Dobrow, Smith, & Posner, 2011). Therefore, the curriculum of the school aims to help its students to organise themselves within specific contexts, including how to use the information, build relations among students (discussing, competing, supporting, and teamwork), respect the hierarchy (the role of the teacher), and

individual work to contribute authentically to a specific issue (Caprar, Do, Rynes, & Bartunek, 2016).

Students shape their theoretical values based on their school experiences (Pascarella & Terenzini, 2005). The interaction of students during an academic hour is considered to be a normative standard that can change their values, such as vision, goals, and educational values (Starkey & Tempest, 2009). The student argumentation during the interaction with their peers is formed to show their power by transforming their values into social norms (Racko, Strauss, & Burchell, 2017). Thus, a student who can transform personal values into social norms can influence his/her peers and debate with them based on self-interest and hedonism (Moosmayer, 2012). Therefore, a student can be affected by the argumentation of their peers and change their way of visualizing that specific issue (Kitts, 2003).

In discussions with their peers, students do not always accept well-formed argumentation because they aim to challenge facts to change them (Caprar, Do, Rynes, & Bartunek, 2016)' Students' focus is to collect in continuity new information and, through their cognitive abilities, to present it in an original form to the discussion with peers. Student perceptions, preferences, reactions, and motivations are essential for student authenticity when discussing a specific issue (Liu, Olivola, & Kovacs, 2017). Student perceptions determine how students comprehend the information (argumentation) delivered by their peers (Adler & Harzing, 2009). The student perceptions have to be within the context of their peers' argumentation. Therefore, the students' perceptions also will affect the outcome of the discussion. Similarly' students' knowledge about the topic of discussion will determine their intellectual preferences, which also will shape the position they maintain in discussion (Terjesen & Politis, 2015).

The students' reactions are due to the competition among peers while debating a specific issue (Lamont & Molnar, 2002)' Students' access to a debate is based on the strategy they select for transferring knowledge among peers (Ungureanu & Bertolotti, 2018).

Strategies used among peers are different because students' knowledge is not the same. Therefore, the diversity of strategies will create a set of boundaries to transfer knowledge among them (Carlile, 2002; Markides, 2011). Each student aims to sell their strategy to the group, but in the case of failure, they change the old strategy to the new one and continue attempting to influence the debate (Suddaby & Greenwood, 2005). Therefore, the strategic choice of students leads them to compete among themselves, but as a result, they will be closer to a joint decision in the end (Berkovich, 2014).

Students in school, after passing from one academic level to another, start becoming more aware of their core values (Moosmayer, 2012). Educational institutions also aim to develop and improve some theoretical values so that students can benefit from them (Racko, Strauss, & Burchell, 2017). The purpose of these theoretical values is to facilitate student interaction (Pascarella & Terenzini, 2005). The homogenization of theoretical values with student core

values will lead students to start acting rationally in discussions with their peers (Ghoshal, 2005). Therefore, the discussion among students is based on some academic standards such that the position of a student is related to the subject and not to the person of discussion (Fisher, 2017)'

Students' core values are socialized over time (Rice, 2001). Socialization in this context means that students start knowing and having primary impressions about the core values of others in the class, including their abilities, skills, knowledge, dreams, ideas, etc. (Giacalone & Thompson, 2006). The socialisation of students is a process, and the curriculum of schools foresees teamwork as a mechanism to foster that process. In that process, students have the opportunity to exchange their values through communication and improve their cognitive abilities (Racko, Strauss, & Burchell, 2017). Similarly, students in teamwork will find consensus in the academic values that a specific discipline delivers to them. They also will find relevance of the theoretical values to their own values to use them for their career development (Antonio, 2004).

The school curriculum has foresees some game-based elements through technology (Barber, 2017). Teachers decide on the game structure in order to effectively motivate students, enhance their cognitive abilities, and teach them to solve problems in practice. Therefore, school games help students transform information into strategic decision-making within a specific context (Leemkuil & Jong, 2012).

1.10   The concept of the life story

The current focus of scientists on leadership development is not on the lives of leaders but on the texts that describe their lives (Ligon, Hunter, & Mumford, 2008; Watts, Ness, Steele, & Mumford, 2018). Scientists use the narrative approach to leaders' autobiographies that will describe how individuals feel and understand a life story in the moment of telling it because the stories a leader has selected to tell emphasise the leader's self-awareness and his/her form of leadership style (Watts, Steele, & Mumford, 2019). The narrative approach assumes that an individual feels, thinks, and acts from a meaning-making system that makes it possible to analyse and interpret reality based on his/her personal core values shaped by the information derived from life experiences (Shamir, 2005; Shamir & Eilam, 2005; Shamir & Hooijberg, 2008).

Personal narratives are constructed and involve the thinking process more than memory (Kelley & Bisel, 2014). This has to do more with the meaning of a specific event (in the past) in the present than with showing facts about that event. Individuals tend to tell a story based on their perceptions and to build meaning about that event based on their beliefs and understandings (Shamir & Eilam, 2005). This does not mean that life stories are free constructions, because they are made by the events of life over time (Boal & Schultz, 2007). Narrators select only the essential parts of the story, and avoid parts with less interest at the time of the last event (Sternberg, 2008).

Life stories provide a picture of a person's present (Eilam-Shamir, Kark, & Popper, 2017). Each person has authentic personal narratives because individual life stories express the storytellers identity, including his/her core values and his/her meaning-making system (Weischer, Weibler, & Petersen, 2013). Through telling a story, individuals tend to connect all information from past experiences to justify themselves in the present (Boal & Schultz, 2007). Therefore, individuals use life stories as a source of identity development by analysing and revising life stories over time (Shamir, 2005).

A leader's core values are developed based on the development of life stories (Sparrowe, 2005). Leaders correlate information obtained from one story to judge the situation of another story and thus continue systematically (Dufresne & Fisher, 2002). Leaders may be affected by difficult family circumstances, high parental expectations, and their involvement in many leadership roles early in life, and this personal life background affects how they perceive information obtained in the past and how they use this information in future events (Shamir, Dayan-Horesh, & Adler, 2005).

Four scenarios of the life story approach impact leadership development over time. The first scenario shows that team members can create perceptions of the leader's traits and behaviour even when they cannot observe or comprehend the leaders core values directly (Alexander, Brewer, & Hermann, 1999; Lopez, 2020). The leader's biography may significantly impact initial expectations and attitudes towards the group and ultimately build a strong relationship among individuals within the leadership group (Shamir, 2005).

The second scenario shows that followers can observe directly their leaders. They initially expect the leader's attributes and behaviour. Followers form initial expectations based on past experiences of the leader and use this information to form their initial attitude and behaviour towards him or her (Foti, Bray, Thompson, & Allgood, 2012). The follower's initial expectations of his/her leader may have a considerable impact on the leader's behaviour towards the follower (Dvir & Shamir, 2003). Therefore, the follower's initial expectations exist in the moment of having limited information about the leader's attributes and behaviour (Shamir, 2005).

The third scenario shows that when a leader tells a story, in a way he/she shows his/her attitude and behaviour towards others (Weischer, Weibler, & Petersen, 2013). When a leader elaborates a story, the followers can gather much more information because the leader provides a meaningful concept about the story, which helps followers have clarity about the information they want to obtain (Boal & Schultz, 2007). Therefore, a leader can exert his/her influence on followers by telling stories (Shamir, 2005).

The fourth scenario shows that the biographies of the leaders are in their own self-interest. In order to behave as a leader, first, an individual should be aware of the core values he/she possesses and use them in practice (Kelley & Bisel, 2014). Leaders should justify themselves

in front of others in an actual situation, and they should have a sense of self-confidence and self-efficacy related to the goal they want to approach successfully (Shamir, 2005).

1.10.1 Life stories and leadership development

Leadership development over time is organised into four main proto–life stories: leadership development as a natural process, development out of struggling and coping with difficulties, development as self-improvement through learning by past experiences, and development as finding a cause (Shamir & Eilam, 2005). The first, leadership development as a natural process (Shamir & Eilam, 2005, p. 404), means that the leader was born with some values that make him/her unique among people. This theme indicates that leaders have natural talents and abilities which they must discover while experiencing their life stories (De Neve, Mikhaylov, Dawes, Christakis, & Fowler, 2013). The second proto-story, leadership development out of struggle (Shamir & Eilam, 2005, p. 404), means that leadership development is a process of life experiences. The development process is a consequence of the struggle to provide choices within a particular situation in which a leader is involved (Garretsen, Stoker, & Weber, 2020).

The third proto-story, leadership development as finding a cause (Shamir & Eilam, 2005, p. 405), means that a leader identifies a personal story with a collective story of a movement. Leaders find a match between their purposes and collective purposes and behave based on that context to increase everyday performance (Judge, Piccolo, & Ilies, 2004). This mostly happens with leaders in political parties, which tend to believe, act, and behave in the same way through the development of an ideological outlook (Marcy, 2020). Leadership development as learning from experience (Shamir & Eilam, 2005, p. 405), the final proto-story, means that leaders use the experience as a source to gather information for future life challenges. Leaders' self-knowledge and convictions are developed based on lessons learned from life stories in the past (Shamir, 2005).

1.10.2 Diversity of life experiences

Life stories are present in real life in many varieties and forms (Watts, Steele, & Mumford, 2019). An individual can be affected by numerous life stories, including songs, movies, TV shows, biographies, and documentaries. These life stories are delivered to the public audience as stories representing successful leaders, politicians, singers, actors, businessmen, businesswomen, etc. The direct (being present at the event) or indirect (reading or listening) participation of a person in certain events does not mean that it is done only for entertainment reasons. However, studies have explained that a person's participation voluntarily or accidentally in these events will produce positive or negative consequences for a person, including effects on his/her level of motivation, being influenced, becoming part of an ideology, the possibility of being manipulated, etc. (Watts, Ness, Steele, & Mumford, 2018).

Individuals tend to behave in an environment based on life stories they experienced in the past (Ligon, Hunter, & Mumford, 2008), indirectly (on TV or in movies, music, documentaries, and shows), or even directly through seeing stories of family members, friends, colleagues, teachers, bosses, etc. This means that leadership members will be influenced to change their attitudes, behaviour, and core values through life stories they experienced in the past (Popper, 2013). Furthermore, these stories are a source of knowledge that an individual can use to influence and change the core values of others under his/her influence (Dickson, Smith, Grojean, & Ehrhart, 2001). Therefore, stories experienced in the past seem to have a significant impact on the future of many people, not only on the person who experienced them (Boal & Schultz, 2007).

Table 7: Varieties of life events

Events	Definition
Originating events	Events that build the individual path to achieve major life goals and are more related to the starting point of the individual career
Turning points	Events that lead individuals to transform their life
Anchoring events	Events that build individual beliefs, attitude, and vision
Analogous events	Current events which are similar to those in the past and which individuals use to simplify decision-making in the future
Redemptive events	Negative events which have a positive impact on the future because they motivate the person who experienced it
Contaminating events	Positive events that create positive emotional attributes in an individual but have a negative result in the future

Source: Ligon, Hunter, & Mumford (2008, p. 315)'

A person's life stories are significant in creating a shared mindset with other group members (Ricketts & Seiling, 2003). Leadership members use life stories to clarify all points of their vision and deliver it to the group members (Julien, Wright, & Zinni, 2010; O'Gorman & Gillespie, 2010). Therefore, leadership members use their life stories to deliver their knowledge within the working group (Janson, 2008). Similarly, a leadership member uses life stories to help his/her colleagues adapt to challenging circumstances during the decision-making process (Boal & Schultz, 2007). In this context, life stories delivered by leadership members create a leadership culture that its members pursue and use to create their self-concept while making decisions on a specific issue (Parry & Hansen, 2007; Shamir & Eilam, 2005).

Today, it is not well understood how life stories shape leadership culture among its members and even measure the cultural effect on leadership members' attitudes and behaviour (Bal,

Butterman, & Bakker, 2011). Culture is the holistic combination of the whole working system of leadership members, including their shared beliefs, values, and practices that create cohesion in a group while making the decision (Lee, Scandura, & Sharif, 2014). Shared values, beliefs, and practices emerge as a contribution of individuals with their store of information constructed by their personal internal social experiences, external social experiences, professional experiences, and educational experiences (Galli & Stewens, 2012; Ramarajan, 2014).

In this case, the evolutionary perspective can be considered an excellent approach to explain how the person's life experiences have affected the person's cognitive abilities and also to build a culture of leadership among its members within a decision-making process (Vugt & Rueden, 2020). Personal information of leadership members is the source of their guidance to organize their thinking process in line with shared beliefs, values, and practices because "humans have an adaptive followership psychology that enables them to (swiftly) coordinate their actions with other individuals when it is advantageous to do so" (Bastardoz & Vugt, 2019, p. 81).

2 THE DISTINCTIONS BETWEEN CONCEPTS AND THE RELATIONSHIP AMONG THEM

The second chapter of this dissertation explains theoretically how many concepts defined in the first chapter are interconnected with each other. This clarifies why concepts are included in this dissertation, by describing how they form the complex process, which is explained theoretically and empirically in the following chapters. Leadership development as a complex process with all the concepts included and described in this dissertation is linked to the ability to have no fear of comparing and linking the components of various concepts (Garretsen, Stoker, & Weber, 2020), even if these concepts are from different disciplines. The criteria used to justify the linkages of these concepts in this dissertation are:

1. identify the discipline to which the concept described belongs;

2. identify the reason, process, and context by which the linkage of these two or more concepts is considered logical and appropriate; and

3. identify the limitations and advantages of that linkage.

Linking the content of different concepts is the ability to use scientific language and methods, which explains leadership development as a complex process (Miller et al., 2008). The point-by-point comparison of two or more concepts demands a language and method into which at least the empirical consequences can be translated without loss or change (Redman, 1993). Combining theoretical data with those from the empirical part will create a model that clarifies the content of this dissertation from beginning to the end.

2.1 The role of leader development in the process of leadership development

These definitions, i.e., leader development and leadership development, are concepts elaborated and derived from a broader and more inclusive concept called the concept of leadership (Day, Fleenor, Atwater, Sturm, & McKee, 2014). The studies conducted on leadership "focuses almost exclusively on individual leaders and their asymmetrical influence on followers towards the attainment of shared goals" (McCauley & Palus, 2021, p. 2). Similarly, leader and leadership development "seeks to understand, predict, and intervene effectively in addressing the questions of how individuals develop as leaders and how collections of individuals develop a leadership capacity" (Day, Riggio, Tan, & Conger, 2021, p. 1). Leadership studies, including those for leader development and leadership development, fall within the spectrum of social sciences and Humanities. Disciplines within the social sciences are sociology, psychology, and anthropology, whereas those in the Humanities are history and philosophy (Bastow, Dunleavy, & Tinkler, 2014; Ingthorsson, 2013).

The importance of linking these two concepts lies in the role of one concept in the other and vice versa. The role of leader development in leadership development is to create conditions through the development of the person's values, which he/she then will use to develop shared values and relationships within the group (Day, 2000). In comparison, the role of leadership development in leader development is the opportunity to identify personal skills and shortcomings, through which the person then has the opportunity to again develop these personal values, so that in the future any interaction with others will be more qualitative (Day, Fleenor, Atwater, Sturm, & McKee, 2014). Therefore, there is a connection between these two concepts in terms of their development.

Leadership development as a complex process cannot be explained without describing the phenomena of leader development (Day, Fleenor, Atwater, Sturm, & McKee, 2014). This dissertation explains leadership development as a concept that includes the intrapersonal characteristics of leadership members and their interpersonal activities in collaborative decision-making (Day, 2000). The development of interpersonal activities of leadership members is a result of intrapersonal characteristics developed during their lives (Boyce, Zaccaro, & Wisecarver, 2010). The performance of a leading member in collaboration with other leadership members cannot be assessed if we do not have any evidence of their core personal values (Sidani & Rowe, 2018). Therefore, the following paragraphs describe why individual characteristics explain the interpersonal activities of leadership members.

The contextual aspects in which these two definitions (leader development and leadership development) are equally valuable to consider are conceptual context, practice context, and research context (Day, 2000). The term "context" explains that leader development and leadership development occur in different circumstances, which have different content starting from the elements of who (leaders and followers), what (decision-making and direction), where (organisation, department, and sector), etc. (Carter et al., 2020).

The linkage of these two concepts (leader development and leadership development) is natural because both these concepts have approximately the same terminology, which means that there is no need to create another language that scientists will use to explain the interrelationship of these two concepts (Day, Fleenor, Atwater, Sturm, & McKee, 2014). The terminology of a concept is the language that scholars use to interpret or explain a specific concept, theory, or field (Faber & Martinez, 2019). Every scientific field has a unique language used by scientists. Furthermore, both these concepts have the same focus on giving explanations, which means that the focus is on leaders and their followers, and all of them are in leadership positions within an organisation (McCauley & Palus, 2021).

Some points explain how these two concepts are interrelated. The behaviour of a team (leadership development) in a decision-making process is compounded by the individual characteristics (leader development) of its members (Heimann, Ingold, & Kleinmann, 2020; Tuncdogan, Acar, & Stam, 2017). The standard set of rules that shape the teams behaviour is created by the individual characteristics that shape the individual behaviour (Fischer, Hambrick, Sajons, & Quaquebeke, 2020). The majority of leadership members will determine the common behaviour, and the minority must respect it; if they cannot, they should resign from the process of decision-making and be replaced by others who have approximately the same values as the majority of leadership members in a decision-making process (Thevia & McGuire, 2010).

The information available for making the joint decision is determined by the knowledge of each leadership member (Lord & Shondrick, 2011). The knowledge of a leadership member contributes to forming a joint decision (Zeni, Buckley, Mumford, & Griffith, 2016). The decision quality is linked to the level of information or knowledge that each leadership member has. Each leadership member is counted as a source of information that will provide alternatives but at the same time provide feedback as a counter-argument to the argument of another leadership member (McHugh et al., 2016).

Reducing risk while making the joint decision also is related to the preparation of leadership members for the topic under discussion (van Knippenberg, van Knippenberg, & van Dijk, 2000). The life experiences of each leadership member are the mechanism that is used to make a decision that is considered appropriate and related to the goals set by the organisation (Watts, Ness, Steele, & Mumford, 2018). The risk of making a decision increases when each leadership member does not possess a specific set of values shaped during their life, including their abilities, skills, vision, and beliefs, for the topic under discussion (Marchiondo, Myers, & Kopelman, 2015).

The culture of discussion among leadership members in a decision-making process depends on the personal core values of each leadership member, which are shaped from childhood (Vugt & Rueden, 2020). The ability of a leadership member to listen to his/her colleagues while he/she is offering personal argumentation also determines the success of achieving the correct decision (Reave, 2005). The problematic access of a leadership member into the

process of discussion with others creates a conflict that could lead to the teams failure in a decision-making (Santos, Passos, Uitdewillngen, & Nübold, 2016). Therefore, the set of norms set by the team in the beginning is required to balance the unnecessary discussions, and it will help them to freely provide their authentic argumentation without any interference (Pietraszewski, 2020).

If we conclude that leadership members are gathered to make a decision and have clear goals and well-defined activities, means that they are ready to be productive in solving the problem. Achieving the common objective and fulfilling all the activities requires individuals whose values correspond to the content of the topic under discussion (Mumford, Steele, McIntosh, & Mulhearn, 2015).

2.2   Collaborative decision-making in the leadership development field

Collaborative decision-making is a combination of two concepts: collaboration, and decision-making. Collaboration is "a process in which entities share information, resources, and responsibilities to jointly plan, implement, and evaluate a program of activities to achieve a common goal" (Matos & Afsarmanesh, 2008, p. 311). The concept of decision-making comes from the discipline of psychology. It implies a cognitive process of the person who has to select the best alternative based on his/her thoughts, beliefs, and vision. Each cognitive process to select a final alternative may or may not trigger a course of action to accomplish the selection (Mendes, Mendes, & Salleh, 2019). The reason for combining these two concepts (collaboration and decision-making) is to explain the form that people in leadership use to solve a problem. Thus, the collaborative form and the cognitive abilities of the person that are important for decision-making are two elements that explain the context in which leadership is developed (Marchiondo, Myers, & Kopelman, 2015).

Some points explain how collaboration and decision-making are interrelated with the concept of leadership development. Collaborative decision-making process is conceptualised within the scope of leadership development and has three components: leadership (Acton, Foti, Lord, & Gladfelter, 2019; Cheong, Yammarino, Dionne, Spain, & Tsai, 2019), decision-making (Larsen, Gray, & Eckstein, 2014), and collaboration (Fjeldstad, Snow, Miles, & Lettle, 2012). The three components determine a leading members values and role in interpersonal activities within the team. The core values provide a basis for robust discussion amongst the team members, producing better decisions (Snow, 2015).

Leadership is a multilevel analysis of the role of leadership members (Vugt & Rueden, 2020). Traditionally, the leadership concept is described as the way in which a leadership member imposes his/her influence (Hogg, Haslam, Rast, Steffens, & Gaffney, 2019) to enforce his/her contribution to a decision-making process (Yukl, 2006). Leadership includes a person's role in the decision-making process, but does not reduce the analyses only to the individual level.

Decision-making is an essential process of leadership that brings leadership members (leaders and followers) together to discuss a specific problem (Westaby, Probst, & Lee, 2010). There is a unique type of decision-making in which leadership members act together and contend that the self-concept of followers is not linked to the leaders self-concept but to their core personal values (Shamir, Zakay, Breinin, & Popper, 2000; Yammarino & Dansereau, 2009). With such decision-making, leadership members can justify their vision (McHugh et al., 2016), emphasize personal activities used to solve a problem (Ginkel & Knippenberg, 2012), and rely on experience as a critical source of their information (Watts, Ness, Steele, & Mumford, 2018).

We highlight the importance of collaboration in decision-making because it helps overcome the social and physical distances among leadership members (Shamir, Cole, & Bruch, 2009) and ensures the better alignment of leadership members by sharing a mental model among them (Dionne, Sayama, Hao, & Bush, 2010). A shared mental model entails sharing perceptions, beliefs, and priorities among leadership members (Maynard & Gilson, 2014).

2.3 Leadership members collaborative features integration with the key features of collaboration

Collaborative features are personal traits that enable a person to participate in a decision-making process, which, as an organisational form, involves collaboration (Jarvenpaa & Majchrzak, 2016). Collaborative features are related to the meaning-making system of a person, which is built upon personal experiences throughout life, through which a person can act in a decision-making process while fully respecting his/her beliefs, feelings, vision, and personal knowledge (Shamir, 2005; Shamir & Eilam, 2005; Shamir & Hooijberg, 2008).

The characteristics of a collaborative process imply norms and other procedural elements for developing a decision-making process. This includes how individuals circulate personal information and regulate everyone's responsibilities to jointly achieve the plan's implementation derived from a decision-making process (Matos & Afsarmanesh, 2008).

This dissertation incorporates three collaborative categories (problem definition, organising, and operationalisation) with five collaborative features: problem definition, critical thinking, information sharing, forecasting, and design thinking (Jarvenpaa & Majchrzak, 2016). The first category relates to understanding the problem (Phelps, Heidl, & Wadhwa, 2012), the second category refers to how the steps involved in making the decision (Kotlyar, Karakowsky, & Ng, 2011), and the third category describes the process of converting decisions into practical activities (O'Reilly, Caldwell, Chatman, Lapiz, & Self, 2010). All three categories with the five collaborative features are partial processes integrated into the more complex collaborative decision-making process (Dinh et al., 2014).

A leadership members collaborative features must be integrated with the essential features of collaboration among leadership members (Morse, 2010). Leadership members must create

a set of norms that they consider to be the essential features of the collaboration (Fjeldstad, Snow, Miles, & Lettle, 2012). These norms will determine who can be part of a collaborative decision-making process. If a leadership member can successfully find a way to integrate their collaborative features with the key features of the collaboration, they will obtain the right to contribute to the decision-making process; otherwise, they will be excluded (McHugh et al., 2016).

Collaboration has the following essential features:

1. the context, which describes the environment in which a problem appeared (Lopez, 2020);

2. the content, which describes the problem under discussion (Spangler, Gupta, Kim, & Nazarian, 2012);

3. the professional background of leadership members, which includes information about the knowledge, abilities, and skills of other team members in order to understand the opportunity to collaborate with them (Reid, Anglin, Baur, Short, & Buckley, 2018);

4. time constraint, which describes how dynamic the decision-making process is, as well as the time limit to find a solution (Boal & Schultz, 2007); and

5. credibility, which involves communication among leadership members to ensure the free distribution of personal knowledge within the team (Grah, Dimovski, Snow, & Peterlin, 2016).

The selection of leadership members in a collaborative decision-making process should be the result of the integration of a leadership members collaborative features with the essential features of collaboration; otherwise, leadership members' contribution to decision-making will be unsuccessful, and the right decisions will not be made (Ospina & Saz-Carranza, 2010).

2.4   The four life-story aspects shape the five collaborative features of a leadership member

Personal experiences are the basis of the formation and development of the meaning-making system of a person. As a result, personal experiences are the source of building the collaborative features of a leadership member, which he/she could present in the form of his/her knowledge, skills, beliefs, and vision when he/she is part of a decision-making process (Shamir, 2005; Shamir & Eilam, 2005; Shamir & Hooijberg, 2008).

The life-story concept is vague when one seeks to identify its characteristics to use them to explain certain phenomena (Shamir, 2005). Therefore, a useful way to research the concept is by dividing it into the four most critical life-story aspects. These four different life-story aspects are identified because they are experienced in different stages of life, with different

actors appearing in them, each playing a different role in shaping the collaborative features held by leadership members (Ramarajan, 2014). Collaborative features are characterised as the core personal values of a leader/follower developed over time (Vries, 2012). It was ascertained the five most important collaborative features (problem definition, critical thinking, information sharing, forecasting, and design thinking) that a leader/follower must possess (Dinh et al., 2014; Jarvenpaa & Majchrzak, 2016). The following subsections discuss the collaborative features individually and evaluate how each life-story aspect influences them.

2.4.1   The ability to define a problem

A leadership member must have the ability to understand the content of the problem in a decision-making process. When the problem becomes apparent, a leadership member must figure out what causes the problem and determine if the information available will help to analyse the content of that problem (Pietraszewski, 2020). In a collaborative decision-making process, it is impossible to understand the content of the problem using only the information of one leadership member. Therefore, it is necessary to link personal information with other external information and form the logic that links the cause and effect of that problem (Lopez, 2020).

The way a leadership member organises personal information, the analysis of the context in which the problem has become apparent, and the linking process of personal information with external information are some of the factors that define the problem (Bedell-Avers, Hunter, & Mumford, 2008). The problem can be defined only when one determines the causes of that problem and its effects (Sajons, 2020).

Internal social experiences as a source of information for a leadership member are valuable in shaping a leadership members ability to define the hierarchy of leadership members responsible for assessing a specific problem (Myer et al., 2014). Therefore, life stories drawn from internal social experiences help leadership members understand their position within the team and assess their responsibility in defining the problem (Joshanloo & Ghaedi, 2009).

External social experiences shape a leadership members ability to accumulate a large spectrum of information due to talking with people who have experienced approximately the same problem and situation in the past (Tyszka, Zielonka, Dacey, & Sawicki, 2008). The knowledge created for a specific problem stems from these discussions with different persons in the past. It is an indirect way of understanding the nature of a particular problem that a leadership member is struggling to define (Alter & Oppenheimer, 2006).

Professional experiences shape a leadership members ability to relate to all characteristics of the current problem to some extent with those experienced before and help create a routine for assessing similar problems (Hoegl & Gemuenden, 2001). While undergoing education at school/university, a leadership member has several intense experiences (dynamic

discussions with peers, teachers/professors, and other stakeholders) in the classroom (Montiel, Lopez, & Gallo, 2018). These experiences are sources that shape a leadership members ability to apply a strictly formal and informal set of norms to assess the consequences of a specific problem in a given context (Kurtmollaiev, Pedersen, Clatworthy, & Kvale, 2018; Kurtmollaiev, Pedersen, Fjuk, & Kvale, 2018).

2.4.2   The ability to think critically

Critical thinking is the ability of a leadership member to provide arguments based on the analyses of external factors when the problem has become apparent and the personal information accumulated across time-related to that problem (Mumford, Todd, Higgs, & McIntosh, 2017). Critical thinking means that a leadership members solution is very realistic and consists of facts. Critical thinking derives from the development of the meta-cognitive skills of a leadership member (Lord & Emrich, 2000).

Internal social experiences shape a leadership members ability to create systemized basic knowledge about a specific issue because that member has inherited well-classified information from their family members (Davidson & Cardemil, 2009). These experiences help leadership members develop their intuition and apply it while exploring a specific problems characteristics within the decision-making process (Patterson & Eggleston, 2017). Internal social experiences are a source for developing a leadership members ability to think creatively (Shalley & Gilson, 2004). Lack of misjudgment of someone's thoughts within a family environment leads to an increase in self-confidence (Shamir & Eilam, 2005). The level of freedom of thinking determines someone's critical thinking. A healthy family creates an environment that reduces personality deficiencies because it makes the person aware of them without causing trauma to him/her (Mumford, Connelly, & Gaddis, 2003).

The external social experiences shape a leadership members ability to reduce the level of uncertainty while exploring the characteristics of a particular problem (Vessey, Barrett, & Mumford, 2011). These experiences develop leadership members' ability to manage a diversity of information through filtering and consider only information necessary for the issue under discussion (Moshman, 2005). External social experiences are a source that shapes a leadership members ability to gather information in any place through visiting different countries and meeting numerous persons with different backgrounds, and then revising and reshaping the information (Noy, 2004). Reshaping the information without losing its original content is a substantial part of personal critical thinking (Hadley, Pittinsky, Sommer, & Zhu, 2011).

Professional experiences shape a leadership members ability to understand the arguments used by colleagues quickly and to challenge those arguments with their information to create a logic for analysing a problem (Grant & Parker, 2009). Such an information-filtering methodology creates the foundations for developing well-structured decisions concerning a specific issue (Pitelis & Wagner, 2019). Professional experiences are a source for shaping a

leadership members ability to provide ideas that align with innovative trends related to a specific issue (Mainemelis, Kark, & Epitropaki, 2017). A leadership member can learn from other personal and professional experiences and trends that he/she must follow with his/her innovative efforts. Innovative ideas are necessary for personal progress (Hughes, Lee, Tian, Newman, & Legood, 2018).

Educational experiences shape a leadership members ability to provide complete scientific information about a specific issue (Pil & Leana, 2009). Such information helps to predict the consequences of any change in the circumstances after a decision has been taken by leadership members (Taylor, Passarelli, & Oosten, 2019). Educational experiences are a source that shapes a leadership members ability to explain in detail an idea within a decision-making process. Leadership members will find it easier to figure it out and accept it as a common idea (Howell & Boies, 2004). Like other types of arguments, critical arguments must have logic when a leadership member expresses them to other team members. The excellent articulation of creative thinking will make clear to other team members the values that a leadership member is discussing to find the solution to specific issues (Watts, Steele, & Mumford, 2019).

2.4.3   The ability of information-sharing

Information-sharing is a leadership members ability to access credible information about a specific issue under discussion and simultaneously deliver that information within the team without losing its original content (Bavik, Tang, Shao, & Lam, 2018). A leadership member must know how to filter and use the information while engaged in a collaborative decision-making process and how to help others if someone within the group needs help (Ginkel & Knippenberg, 2012). Information about the problem is essential for all; thus, no one on the team should be deprived of any information (Pietraszewski, 2020). Personal information in a collaborative decision-making process is essential to define that part of the problem on which a leadership member is working. To connect all the dots and create a common solution, the information must be delivered to the leadership members (Drescher & Garbers, 2016).

Internal social experiences are a source of information for establishing personal norms on which a leadership member may rely to deliver their personal information to others and accept the feedback of other team members (Hung et al., 2020). These norms set the limits of leadership members while interacting with other team members (Willenbrock, Meinecke, Rowold, & Kauffeld, 2015). A leadership member learns within the environment of the family how to use the information carefully and enable free conversation by considering the right of other family members to deliver their information while discussing a specific issue. These experiences help a leadership member manage the flow of information within the team (Epitropaki, Sy, Martin, Quon, & Topakas, 2013).

External social experiences shape a leadership members ability to assess the credibility of the information, which is essential in "an unstable environment may select for skills such as physical ability, cognitive agility, or flexibility in the information and schema employed, thus favoring younger leaders" (Bastardoz & Vugt, 2019, p. 87). A leadership member during their life learns through communicating with others in the society in which he/she lives. However, because the information accumulated is varied and significant in amount, a leadership member learns how to filter it (Moshman, 2005). Therefore, leadership members learn from their external social experiences to select the most credible information to find the solution related to the specific issue.

Professional experiences are a source that shapes a leadership members ability to learn how to defend his/her argument before the decision-making team. For a leadership member, "convincing arguments exist for defining integrity as a non-moral term that means wholeness and consistency" (Bauman, 2013, p. 417). These stories relate to debates developed for a specific issue in which the participants' responsibility is equally distributed (Rudolph, Rauvola, & Zacher, 2018). Furthermore, educational experiences allow a person to learn the characteristics of a specific task and then disseminate them among the team members (McCormick, Cappella, O'Connor, & McClowry, 2015).

2.4.4   The ability of forecasting

The ability of a leadership member to forecast is the way to find the best solutions to reduce to the minimum the consequences of the problem, and correct prediction will create progress for the organisation (Mumford, Steele, McIntosh, & Mulhearn, 2015). Similarly, forecasting helps a leadership member to divide in detail the organisation's vision and create a plan for how to achieve specific goals, always in the service of that vision (Shipman, Byrne, & Mumford, 2010). The ability of a leadership member to forecast derives from his/her information accumulated during his/her life (Mumford, Watts, & Partlow, 2015). The following paragraphs present how each life story aspect affects the development of personal abilities to forecast.

Internal social experiences are a source for shaping a leadership members ability to control the interference of other leadership members to reduce the risk of those members negatively influencing the process of his/her forecasting (Roessl, 2005). Within the family environment, a person learns how to be imaginative while discussing specific issues with family members, and this freedom of thinking shapes his/her ability to have autonomy while predicting the future a specific issue (Kriger & Seng, 2005).

External social experiences are a source that shapes a leadership member's ability to match specific elements of personal imagination with the imagination of others; information from the external social experience aspect urges them to engage in brainstorming based on certain norms set at the start of the process (Kimhi & Zysberg, 2009). Therefore, in a way, forecasting is a puzzle that personal imagination has a crucial role in completing, but to form

the puzzle in the future often requires the contribution of others within the team (Mumford, Friedrich, Caughron, & Byrne, 2007). Therefore, external social experiences are the information that teaches a leadership member how to coordinate personal imagination with the imagination of others and make forecasts to bring the teams intersubjectivity closer to the organisation's vision (Lord & Shondrick, 2011).

Professional experiences are the basis on which a leadership member leads his/her mind to construct a prediction (schema) in order to come closer to the truth. Professional experiences are a source for shaping a leadership members ability to create a schema for future predictions (Grant, 2012). After creating a schema, a leadership member can test all its elements with the shreds of evidence from previous experiences in a job in which the elements of forecasting are approximately the same as the evidence he/she has gathered during the period of working on that job (Gottfredson & Reina, 2020).

Educational experiences are a source that shapes a leadership members ability to evaluate and predict a given context in the future that has not yet happened and shape the structure of the solution (in the future) in line with the problems characteristics (in the present) (Leana & Pil, 2006). A leadership member can use his/her personal educational experiences to analyse a situation in the future because the information is scientifically proven, and a leadership member can predict the effect on a specific activity which is predicted to happen in the future (Shipman, Byrne, & Mumford, 2010). If a leadership member predicts by taking into consideration scientific information learned in school, the prediction will be highly appropriate and within the domain of knowing the set of activities that should be conducted in the future (Vessey, Barrett, Mumford, Johnson, & Litwiller, 2014).

2.4.5   The ability of design thinking

The ability of leadership members to design their thinking is essential for a successful contribution to a collaborative decision-making process (Fitzgerald, Ferlie, McGivern, & Buchanan, 2013). The ability of design thinking "is generally defined as an analytic and creative process that engages a person in opportunities to experiment, create and prototype models, gather feedback, and redesign" (Razzouk & Shute, 2012, p. 330). Design thinking occupies a special place in the environment of organisations because designing products and services uniquely creates a competitive advantage for the organisation and, at the same time, marks its progress (Dunne & Martin, 2006).

Design thinking, in the beginning, is just an idea that is not clear and, at the same time, is not unique (Braha & Reich, 2003). The idea is ambiguous because the person who has this idea does not have explicit content. However, the idea exists in his/her head only as a piece of initial information, which he/she may have received from his/her experiences in the past (Berson, Halevy, Shamir, & Erez, 2015). Then, with the accumulation of additional information, the idea begins to take its form, and it becomes clear and has unique content.

Next, this idea takes the form of a sketch, in which the characteristics of the idea are clear and easily applicable in practice (Dorner, 1999; Shipman, Byrne, & Mumford, 2010).

Table 8 presents a set of characteristics that are necessary for the design thinking process.

Table 8: The characteristics of design thinking

Characteristic	Meaning
Human- and environment-centered concern	The person has to build an idea or projection, based on personal or social needs. The idea or projection also must be environmentally sustainable.
Ability to visualize	The person who creates the idea or projection must visualize it and be able to describe it.
Predisposition to multifunctionality	The person who has the idea or the projection has to construct it in many forms without losing track of the specifics of the problem.
Systemic vision	Individuals should look at problems as a system while also finding solutions that include procedures and concepts to create a holistic solution.
Ability to use language as a tool	The person constructing a projection should be able to describe the progress of the process at any time.
Affinity for teamwork	The person should be able to communicate the details of his/her projection to others in a clear and convincing form.
Avoiding the necessity of choice	The person tests the accuracy of the solution through the comparison method, then configures the solution.

Source: Razzouk & Shute (2012, p. 336).

The following paragraphs describe how the four life story aspects will prepare a person to form a designed thinking process. Internal social experiences equip a leadership member to feel secure about what he/she believes (Weischer, Weibler, & Petersen, 2013). Confidence is when a person respects their own values and does not substitute them with those of others, which would be classified as fake (Sosik, 2005). Experiences in the family lead a leadership

member to reaming original in what he/she believes. As a result, a leadership member is authentic and embraces his/her values without hesitating to show them. To have consistency and coherence in the argumentation of personal vision, a person must accept their values and use them without any intention to deform them (Baur et al., 2016).

By relying on their external social experiences, a leadership member creates a way of expressing a unique idea that people within certain societies can comprehend easier (Bahns, Springers, & The, 2015). The level of education, culture and other values of certain societies are essential for the methodology a person can use to deliver their values among them (Pickles, Lacey, & King, 2019). If a conflict exists between personal values and those of society, then the argumentation of personal vision in front of others is more complex (Park, Denson, & Bowman, 2013).

Professional experiences make a leadership member consider the factors of the participating context and use them to analyse how to professionally access it (Gregori, Holzmann, & Wdowiak, 2021). Experiences at work help to understand the personal core values of other team members. Knowing people with whom a leadership member cooperates makes the speech and rhetoric he/she chooses to use more accessible to influence others (Davis & Gardner, 2012). Educational experiences help a leadership member understand the methodology of using exemplars (cases previously studied) to harmonise the theoretical part of the idea with its practical implementation (Lindsay, Jack, & Ambrosini, 2018).

Therefore, the members of leadership in an organisation, during their participation in a decision-making process, should be able to generate, explore, compare, and select the best alternatives (Razzouk & Shute, 2012, p. 330). This means that a person can engage in design thinking if he/she can generate an idea, continue to explore its content in detail, and then test its authenticity, choosing it in the end as a contribution in the form of a solution to one part of the problem. Therefore, people with broad abilities to create designed thoughts and ideas are people with a solid ability to be creative and who work primarily in two ways, as discoverer and as creator, responding to phenomena that are not yet clear (Owen, 2007).

3 METHODOLOGY

The primary purpose of this dissertation is to provide further knowledge in the field of leadership development. The focus of this dissertation is on analysing how the information derived from life stories shapes the four life-story aspects and how these shape the individual collaborative features of a leader through using them to contribute to a collaborative decision-making process in organisations among diverse people in a social network. This chapter describes the methods used to conduct the research and justifies the necessity of using those methods to achieve the research objectives. In figure number 1, the entire process of the study is elaborated. Figure 4 presents three important points that describe how the whole research was conceived in thick lines.

Figure 4: Contextualization of Ph.D. research
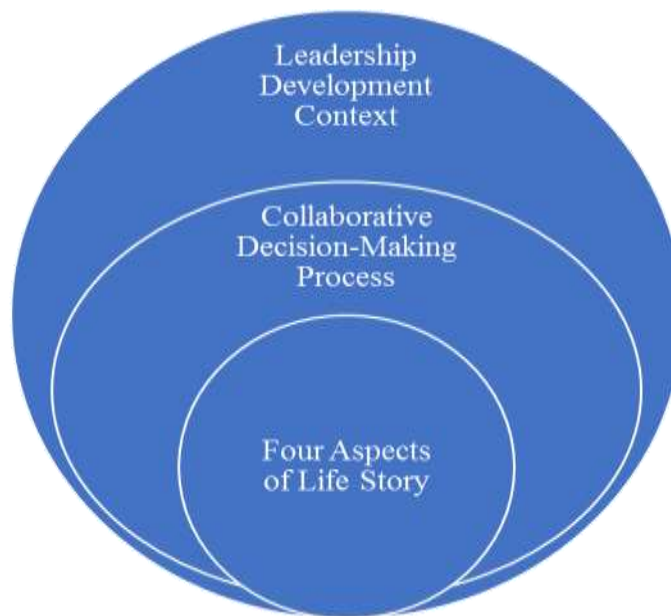
Source: Own work.

The interpretive paradigm formed the basis of the research design, the selection of research methods, and the life course approach. This paradigm brings new insight by understanding how peoples worldviews (life-story aspects) are formed and what those worldviews mean (Tomaszewski, Zarestky, & Gonzalez, 2020). Semi-structured interviews (Rabionet, 2011), expert interviews (Dorussen, Lenz, & Blavoukos, 2005), the critical incident technique (Bott, & Tourish, 2016; Chell & Pittaway, 1998), and thematic analysis guided the data capture, analysis, interpretation, and conclusions.

I conducted two different phases of research. I gathered empirical data from semi-structured interviews with 28 directors and 28 followers in the first phase. I conducted complimentary research with two observations and eight directors in the second research phase. In the first phase, I prepared a questionnaire that included different questions, such as what respondents know about concepts of life stories, collaboration, etc. Similarly, I collected data of the respondents' life stories and how they perceived these in general. The second research phase was complementary to the first one; in this phase I collected more-specific data. The second questionnaire was precise and had precise questions. I continued with the second research phase because some of the respondents' life stories significantly impacted their lives. They can remember them without mixing their content with other life stories that they have experienced. I have noticed that some life stories experienced by respondents are vague, and some are more powerful. This distinction has obliged me to identify and analyse these stories that the respondents perceive more intensely.

As a result, I decided to use the critical incident technique to identify these life stories and analyse how they affected respondents in concrete cases in a collaborative decision-making

process. In the second phase, I used two observations in which I participated in identifying the actions and behaviour of respondents practically. Then I conducted semi-structured interviews with eight of the respondents to identify concrete life stories from the four life-story aspects and then connect them with the data I collected in my observation process. Different types of data are used. When I conducted the semi-structured interviews, respondents offered different documents as evidence to support their statements. The two observations were conducted to collect data relevant to the data I collected from interviews and the documents the respondents offered to me.

These types of data (e.g., interviews, documents, and observations) and data sources (e.g., leader and follower interviews) were combined. The semi-structured interviews with 28 followers were conducted to confirm some of the statements that respondents made in their interviews about the quality of directors have. The close coworkers of the directors have been selected because their information about the directors was so rich. This chapter describes and explains the research approach, including the sampling strategy and the way data were collected, analysed, and interpreted. This chapter explains how I mitigated ethical concerns and concludes by identifying and discussing study biases and limitations.

3.1   Methodological approach to the study

The research idea resulted from my wish to continue developing the life-story approach (Shamir, 2005). This approach was suitable for this study and provided a framework for the investment of how the collaborative features of leadership members are shaped (members of the leadership process) in a decision-making process within the scope of leadership development. The life-story approach was selected because it provides a structure of information that a leadership member has experienced throughout his/her life, and it describes how these structures of information have shaped their collaborative features, making them prepared to contribute to a collaborative decision-making process authentically.

Semi-structured interviews supported the study's goals. In the first phase, I conducted 56 interviews, including 28 interviews with directors of seven regional municipalities in Kosovo and 28 interviews with followers of these directors. I analysed the life experiences of each participant to understand how the information shapes the collaborative features of leadership members (members of the leadership process).

In the first phase of empirical data collection, I chose to use the semi-structured interview because it is considered to be a hybrid method. This method allowed me to directly identify the respondents' personal experiences and understand their engagement in the decision-making processes between the leader and the followers. I created a query structure but simultaneously allowed flexibility to the respondents, which means that the respondent had enough freedom to contribute more than required by the structure of the questions (Galletta, 2013).

In the second phase, I continued to use the qualitative research method. However, in this case, I also observed directors' meetings in two regional municipalities: the Municipality of Peja and the Municipality of Pristina. I observed two collaborative decision-making processes between the mayor and the directors of these two regional municipalities. I chose to observe because this method of data collection is "an ancillary technique and it is rarely in the form of participant observation or ethnography, which have been among the main techniques in the qualitative researchers data collection toolbox" (Bryman, 2004, p .750). Through the observation method, I collected data on how the participants in the decision-making process communicated, argued, and contributed, and I analysed their positions and the procedure they followed in carrying out the decision-making process.

After I participated in two meetings, in which I gathered much information about the process of that collaborative decision-making, I conducted eight semi-structured interviews with the directors from these two regional municipalities who were part of that decision-making process. I used the critical incident technique during the process of interviewing respondents to find "(i) the general purpose of the activity being undertaken could be specified, (ii) the criteria of what constitutes effective or ineffective performance of the activity could be identified, and (iii) observers could be given explicit criteria for judging/evaluating observed behaviours as reaching the standard or not" (Chell & Pittaway, 1998, p. 24).

By implication, the data I collected and analysed focused on particular collaborative decision-making events. Then I tied them to the life story experiences of respondents. Through these interviews, I gathered much data because the semi-structured interview is a flexible form and allowed enough space for participants in these two meetings to elaborate on their experiences within the process of decision-making (Huettermann, Doering, & Boerner, 2014).

3.2   Qualitative research approach

I used a qualitative research design. A qualitative research approach was a beneficial way to collect adequate data for the topic I studied, and this method supported the achievement of my research objectives. The advantage of using qualitative methods was that I directly gathered raw data from 36 directors and 28 followers. I used semi-structured interviews, with the sole purpose of not pushing the participant to answer only the questions I asked; they were free to go beyond the context of the question I asked. However, using qualitative methods has disadvantages too, such as higher research cost and being more time-consuming than using quantitative methods.

3.2.1   Research questions

The purpose of this research was to study the four aspects of the life story in a collaborative decision-making process within the context of leadership development. The emphasis of the

research was on the meaning of life stories and the explanation of their categorisation within life-story aspects. I understand why life-story aspects are necessary for a member of leadership to form personal values (collaborative features) and be aware of having them participate in a collaborative decision-making process. My theoretical and empirical studies answered the following research questions and sub-questions:

o Research Question 1: What is the difference between leadership development, leader development, and authentic leadership development?

o Research Question 2: How do the four life-story aspects shape a leaders/followers collaborative features?

o Research Sub-question 2.1: What is a life-story aspect and how is it structured?

o Research Sub-question 2.2: What are collaborative features and how are they structured?

o Research Sub-question 2.3: How can the level of development of collaborative features be measured?

o Research Question 3: What is a life story and what does it mean for the person who has experienced it?

o Research Sub-question 3.1: Is there a possibility for a life story to remain independent (unintegrated) and not be positioned in one of the four aspects of life-stories?

o Research Sub-question 3.2: What is the main difference between a life story and a life-story aspect?

o Research Question 4: What is collaboration within the process of decision-making?

o Research Sub-question 4.1: Why have respondents emphasized the word/term "collaboration" as an organisational form of decision-making and not the words/terms "cooperation" or "competition"?

o Research Sub-question 4.2: How was collaboration developed by respondents as a specified procedure of decision-making?

o Research Sub-question 4.3: How must leadership members address personal values in the process of developing them?

o Research Question 5: Are study participants part of leadership processes?

o Research Sub-question 5.1: What makes a person eligible to be part of a leadership process?

o Research Sub-question 5.2**:** What makes a leadership member fail in a decision-making process?

My theoretical and empirical studies addressed the following research objectives:

o to advance and integrate the literature of the life-story approach and collaborative decision-making within the scope of leadership development;

o to analyse the complexity of leadership development and understand its parts;

o to explain how leadership development elements are contained in the life stories;

o to describe the role of a leadership member in a collaborative decision-making process;

o to understand the lived experiences of leadership members and their effect on critical collaborative decision-making incidents;

o to identify and describe the components of a life story;

o to identify and describe the components of a life-story aspect;

o to identify and describe the four life-story aspects separately; and

o to understand how collective leadership was emerged from collaborative decision-making process.

Taking into consideration the limited studies within the social sciences regarding this topic, I believe that this study adds new knowledge to the content of the life-story concept; adds basic knowledge about the formation and functioning of life-story aspects in a person and their role in preparing the person to participate in a collaborative decision-making process. Therefore, we can understand how leadership development occurs in a theoretical and practical form through the study of that complex process. This study is helpful for theorists and practitioners in several disciplines within the social sciences, such as psychology, sociology, anthropology, and economics.

My findings illuminate individual development, the creation of individual worldviews, and the understanding of the decision-making process in which the leadership member can manoeuvre in an original form, presenting original personal values to create new collective values to achieve the common goal. The findings of this study can be used to train the leadership members who are part of an organisation in high hierarchical lines and within the main decision-making structures; facilitate the selection of members to participate in complex decision-making processes in the organisation; and offer a theoretical and practical lesson on how leadership members collaborate within an organisation during their working hours.

3.2.2   Research paradigm

My qualitative research draws from the interpretive paradigm and not the constructivist paradigm, seeking to deeply understand the topic I am studying and avoiding predicting the outcomes, as foreseen in the positivist paradigm (Denzin & Lincoln, 2011). The interpretive approach was chosen because this paradigm seeks to build knowledge by understanding individuals' unique viewpoints and the meaning of those viewpoints (Tomaszewski, Zarestky & Gonzalez, 2020). Because the uniqueness of the participants is at the center of this research, this subjective paradigm of reality was necessary to conduct this study.

The interpretivist paradigm is deeply rooted in the research methods used to understand the knowledge related to the social sciences, from which the participants in the interviews interpret their inner world, which they have constructed from their life experiences, and then act on those interpretations (Hammersley, 2013). This paradigm allows my respondents to build a story that, in terms of its truth, is relative, and that story can have multiple interpretations if two participants in the same event are asked about the event. Through this paradigm, I obtained data that gave me a deeper understanding of the events that the respondents experienced. Taking into account that the respondents have interpreted the events according to relative truth, I, as a researcher of the topic, have tried to understand the different ways of interpretation that the respondents have made. I have tried not to prejudice them even for a moment or doubt the truth of their interpretation (Hammersley, 2013). Thus I overlooked the general definitions so that the interpretation of the event was uniform (Creswell, 2007).

Table 9: Interpretivist paradigm

Theoretical assumptions	Interpretivism
Ontology	I, as the researcher, and the truth of my conclusions are related to each other. It cannot be claimed that there are valid and indisputable terms in the social world, including names, concepts, and labels, which I could use to define what is correct and what is not correct accurately. Therefore, the reality, in this case, is a result of my opinion and the level of my awareness of the issues.
Epistemology	All existing knowledge is formed due to the use of experiences in a conscious form. This scientific research perspective is relative by nature and can be understood only from the

(table continues)

(continued)

Theoretical assumptions	Interpretivism
	person. Therefore, in the social sciences, it cannot be concluded that true objective knowledge can be achieved.
Research object	The research object was analysed and interpreted based on my meaning structure.
Theory building/testing	Themes and categories are created by using data from many realities. I analysed the data from many respondents to understand the terms. The terms are formed based on the social and psychological context of the respondents.
Theory of truth	Subjective.
Type of data	Qualitative data

Source: Weber (2004).

This chapter presents some advantages I identified of the use of this paradigm. The initial advantage is that through the interpretivist paradigm, I have been able to understand an events characteristics and the participants psychological and social dynamics. I also have conducted research using the life-story approach to gain insider knowledge of the research subject (Tuli, 2010).This paradigm, with the use of semi-structured interviews, allowed me to identify things that I could not distinguish with the sense of sight by observing them. I identified their thoughts, personal values, complexes, perceptions, feelings, and worldviews (Wellington & Szczerbinski, 2007).

However, the use of this paradigm also has some disadvantages, which I am presenting below. The first disadvantage is that interpretivists try to study a subject from different perspectives to decipher its content in detail, without wanting to generalize the results and make them useful for analysis for other study subjects (Cohen, Manion & Marison, 2011). The second disadvantage is that the ontological point of view is subjective, and objective results cannot be achieved (Mack, 2010). In my case, each of the events has its specifics and complexity, so the method of studying one event cannot be used to study another event.

3.2.3   Life-story approach

Leadership development at the individual level cannot be explained without describing the life-story approach and its role in the development of the personal core values of a leadership

member (Shamir, 2005). By explaining the concept theoretically, we can understand that the life-story approach is a source of information that shapes a person's values. With the research method selected to study empirically how life stories shape individual values, I learned that the information shaped the values of leadership members (Shamir & Eilam, 2005).

Abubakar & Abdullah (2008) argue that the life-story approach is used as part of the qualitative method of scientific research, in which it initially was practiced by researchers in the discipline of anthropology and later by sociologists. However, the life-story approach now is used by researchers who study a wide variety of disciplines within the social sciences such as economics, psychology, sociology, anthropology, linguistics, etc. Collecting data to conduct studies within a specific field through the life-story approach is different and comprehensive. The life-story approach is related to defining and narrating an event within a specific context (Crawford, Dickinson, & Leitmann, 2002). Therefore, the life-story approach is related to discovering the content of personal experiences.

The life-story approach, on my part, is due to the results I can obtain within my field of study. First, through the life-story approach, I can understand a person's actions within a specific situation because the person's personal values are related to the events they have experienced throughout their lives (Leung, 2010). Therefore, these personal values cause our way of thinking and acting. The life-story approach contains within it general and specific purposes. General purposes include the explanation of and giving meaning to the person's personal experiences (Macias & Contreras, 2019), whereas the specific purposes include the analysis of specific experiences for a particular purpose (Romo & Cruz, 2013).

Within the life-story approach, a not-very-large but exhaustive sample is required because having a comprehensive sample can be considered unnecessary, as well as inappropriate. The accuracy of the sample construction is based not on the quantity but on the quality of the data that I could obtain. Using a wide range of data enabled me to perform necessary analyses and explain collective processes through individual events.

The life-story approach underlines the importance of interviewing people who reveal their life events in a direct form and managing to hear their voice, because in this way I, as a researcher, can understand more than what the person wants to tell, especially in sensitive cases or regarding events that are more emotional for the person (Abubakar & Abdullah, 2008; Bertaux & Kohli, 2008; Atkinson, 2002)). Thus, in addition to information, I can understand the person's emotions and the impact of that event on the person in question. The life-story approach provides the required in-depth data by allowing the respondents to tell the events in which they have participated in detail. According to Leung (2010), the life-story approach is related to the narrative approach, because both lead to the development of the meaning-making system due to personally experienced events. Therefore, we can say that the life-story approach deciphers the events experienced by a person, identifying the meaning attributed to that event.

Table 10: Research approach and its key criteria

Criterion	Life-story approach
Goal	Achieve new knowledge through deciphering the life-stories that the respondents have experienced throughout their lives.
Formulating research questions	Understand the stories of respondents' lived experiences.
Sampling	People who were part of the story
Data collection	Semi-structured interviews
	Observation of my respondents during the story-telling
Data analysis	Thematic analysis

Source: Tomaszewski, Zarestky & Gonzalez (2020).

To use a life-story approach efficiently and effectively to answer my research questions, I based my research on the data, ensuring the quality of the source of this data. The data were interpreted by transcribing my interviews with the respondents.

3.2.4 Inductive reasoning

Data analysis includes classifying all transcripts (Kuckartz, 2014). The inductive approach was used for data evaluation, in order to understand the content of the data and then determine the form of themes and categories. Inductive reasoning is a logical process in which a certain number of premises are considered to be accurate across time, and a specific conclusion is reached through their combination. Because I used the interpretivist paradigm, these conclusions are not objective, but subjective. Patton (2015) argues that inductive analysis serves to research within a data source to reach conclusions that can be relatively accurate. Therefore, a certain number of premises are evidence for the relative truth of a conclusion reached in this Ph.D. dissertation. The difference between inductive and deductive reasoning is that in deductive reasoning the conclusions are objectively valid. In contrast, in inductive reasoning, the conclusions are relatively accurate (Sauce & Matzel, 2017).

Through inductive reasoning, I reached conclusions by interviewing and observing the respondents. First I collected the data, then I reached conclusions based on this data. I collected data through the interview process and then I coded those data, forming themes

and categories, which I interpreted. Therefore, themes and categories were extracted from codes from interview transcripts.

3.2.5 Sampling strategy and study timeline

The sampling strategy was a purposeful sampling maximum variation approach (Coyne, 1997). I chose to use purposive sampling because almost all types of sampling within the spectrum of qualitative research can be classified as purposive sampling (Sandelowski, 1995). Purposive sampling was necessary to carry out my studies because through it I managed to interview people in positions with executive power and who are positioned in high hierarchical lines with a broad general knowledge of the topic and with a large spectrum of experiences (Coyne, 1997). The maximum variation sample allowed me to select respondents with different personal values and life experiences (Patton, 2015).

In consultation with my mentor and respecting the draft proposal of my doctoral thesis, I identified 36 directors of seven regional municipalities who are positioned in executive and leadership positions within municipal institutions, each of whom has different responsibilities because they led different departments and the cities in which they operate are not the same. All the respondents differ from each other, including in their professional backgrounds and life backgrounds. Each municipality is a regional municipality, but their size and budget are not the same. Table 11 present an example of this data sample.

Table 11: Variation within this sample

Category	Variation
Birth place	Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizai, and Gjakova
Age	24–65
Cities of operation	Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizai, and Gjakova
Educational background	Bachelor's degree, Master's degree, and Ph.D.
Gender	22 men, 14 women
Nationality	Kosovar

Source: Own work.

Table 12 presents the planned time frame for implementing the project steps. The entire study was completed within the planned time frame.

Table 12: Study timeline

Step	Time
Selection of respondents	2019–2022
Data collection	2019–2022
Transcripts	2019–2022
Data analyses and interpretation	2022
Identifications of conclusions	2022

Source: Own work.

All my empirical work was developed between 2019 and 2022. Due to the considerable number of respondents and their being located in different parts of Kosovo, the work consumed a considerable amount of time.

3.3   Sample

Directors are the primary respondents from whom I obtain the information to analyse and interpret. The sample of the empirical study is composed of a total of 36 directors from seven regional municipalities in Kosovo and 28 corroborants who are the main collaborators of the interviewed directors. Twenty-eight followers of these directors are the 28 corroborants who serve as crucial informants whom the respondents identified as being capable and with ample information about some of their values (knowledge of the directors' values). I interviewed approximately one corroborant per director.

Table 13: Anonymised names, roles, and organisations of directors

Anonymised name	Role of respondent	Organisation
Respondent D-1	Director	Municipality of Prishtina
Respondent D-2	Director	Municipality of Prishtina
Respondent D-3	Director	Municipality of Prishtina
Respondent D-4	Director	Municipality of Prishtina
Respondent D-5	Director	Municipality of Prishtina
Respondent D-6	Director	Municipality of Prishtina
Respondent D-7	Director	Municipality of Prishtina
Respondent D-8	Director	Municipality of Prishtina

(table continues)

Anonymised name	Role of respondent	Organisation
Respondent D-9	Director	Municipality of Mitrovica
Respondent D-10	Director	Municipality of Mitrovica
Respondent D-11	Director	Municipality of Mitrovica
Respondent D-12	Director	Municipality of Mitrovica
Respondent D-13	Director	Municipality of Peja
Respondent D-14	Director	Municipality of Peja
Respondent D-15	Director	Municipality of Peja
Respondent D-16	Director	Municipality of Peja
Respondent D-17	Director	Municipality of Peja
Respondent D-18	Director	Municipality of Peja
Respondent D-19	Director	Municipality of Peja
Respondent D-20	Director	Municipality of Peja
Respondent D-21	Director	Municipality of Prizren
Respondent D-22	Director	Municipality of Prizren
Respondent D-23	Director	Municipality of Prizren
Respondent D-24	Director	Municipality of Prizren
Respondent D-25	Director	Municipality of Gjilan
Respondent D-26	Director	Municipality of Gjilan
Respondent D-27	Director	Municipality of Gjilan
Respondent D-28	Director	Municipality of Gjilan
Respondent D-29	Director	Municipality of Ferizaj
Respondent D-30	Director	Municipality of Ferizaj

(table continues)

Anonymised name	Role of respondent	Organisation
Respondent D-31	Director	Municipality of Ferizaj
Respondent D-32	Director	Municipality of Ferizaj
Respondent D-33	Director	Municipality of Gjakova
Respondent D-34	Director	Municipality of Gjakova
Respondent D-35	Director	Municipality of Gjakova
Respondent D-36	Director	Municipality of Gjakova

Source: Own work.

I used anonymised names to protect the identity of the participants. I anonymised the names in the form "D" (director) followed by a number from 1 to 36.

3.3.1   Respondent directors

The study sample comprises 36 directors of seven regional municipalities in Kosovo. Regional municipalities in Kosovo are Prishtina, Mitrovica, Peja, Prizren, Ferizaj, Gjilan, and Gjakova. Participants were selected based on the maximum variation approach. The departments available from which to select were departments of economy, strategic planning and sustainable development, agriculture, inspection, cadastral, public services, protection and rescue, capital investments and contract management, urban planning, property, finance, culture, education, health, social welfare, integration and diaspora, and administration. All participants have been in the director position for more than two years at the time of the interview. An exception was made for eight directors interviewed according to the critical incident technique method; those respondents have not been in the director position for a long time.

The respondents have been in high hierarchical positions and decision-making positions in which their primary responsibility is the development of strategies for the development and transformation of the respective municipalities for the departments they represent. These respondents have a limited mandate. Within that time frame, they must compile strategies and simultaneously implement them unless a strategy is unprecedented in the long term, which means it will go beyond four years. Usually, people with a rich history of experiences from every aspect of life are selected for this position. Therefore, they were adequate people for my study because the differences between them were vast, but the content of their values and experiences was quite rich.

Source: Enti i Statistikës së Kosovës (2008).

The map in Figure 5 shows the locations of the seven regional municipalities in which I conducted my research.

The respondents I chose are public figures and hold political positions; therefore, their statements were not private. They are individuals elected by people, who make statements on TV and radio, in the newspaper, etc. They also are part of many different reports, in which their names are not deleted because they represent political positions. I also asked them to sign a document of informed consent to participate in the research, for which I explained the working methodology and obligations. I did not encounter any request that a name be hidden. However, because these people have me data that they consider entirely private, I have respected their privacy by using anonymous names for them.

3.3.2   Respondent followers

After I had finished the interviews with the directors, I submitted a request to them to identify a potential follower whom the director considers to have worked very closely with him/her during the period that the director has been in that position. This follower has sufficient knowledge of the values the director represents during his/her operation in that position. These respondents are considered corroborants, by which it is understood that these subordinates of the director, through their interview process, offered data that support and strengthen the data that I received from the directors.

The task of these followers was to give me valuable data, through semi-structured interviews, about the personal values of his/her director, which the director displays daily in the workplace. The follower described the directors behaviour, conversations, ways of

delegating tasks, etc., during the participation in a decision-making process. Because of their direct involvement in conversations and collaboration with the director and external observation, I asked these respondents to use references that would enlighten me with information about the leadership practices that the director has used and also to discuss the values that these directors have during these practices. My main goal in interviewing these respondents was to have corroborating interviews that would accurately identify the authenticity of the directors and their actions by presenting the leadership practices and the ways in which they developed.

Table 14: Anonymised names, roles, and organisations of followers

Anonymised name	Relationship to participant	Gender	Role title
Respondent F-1	Current coworker	Female	Cultural Heritage Officer
Respondent F-2	Current coworker	Female	Head of the Sector for Sustainability
Respondent F-3	Current coworker	Male	Head of Planification
Respondent F-4	Current coworker	Male	Head of sector for Public Services
Respondent F-5	Current coworker	Female	Official
Respondent F-6	Current coworker	Male	Head of Market Inspectorate
Respondent F-7	Current coworker	Male	Official of Youth
Respondent F-8	Current coworker	Male	Official
Respondent F-9	Current coworker	Male	Official
Respondent F-10	Current coworker	Female	Chief of Family Medicine
Respondent F-11	Current coworker	Male	Manager of Personnel
Respondent F-12	Current coworker	Male	Chief of Sector for Cultural Heritage
Respondent F-13	Current coworker	Female	Official in the Sector for Urbanism

(table continues)

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Anonymised name	Relationship to participant	Gender	Role title
Respondent F-14	Current coworker	Male	Head of Sector for Properties and Taxes
Respondent F-15	Current coworker	Male	Chief of Sector for Cadastre
Respondent F-16	Current coworker	Male	Official
Respondent F-17	Current coworker	Male	Public Relations Officer
Respondent F-18	Current coworker	Male	Permit Office Coordinator—Machinery Phase
Respondent F-19	Current coworker	Female	Legal Officer
Respondent F-20	Current coworker	Female	Public Relations Officer
Respondent F-21	Current coworker	Female	Head of Sector
Respondent F-22	Current coworker	Male	Head of the Sector for Civil Services
Respondent F-23	Current coworker	Female	Administrative Assistant
Respondent F-24	Current coworker	Male	Official
Respondent F-25	Current coworker	Female	Officer for Geometry
Respondent F-26	Current coworker	Female	Budget Assurance Officer
Respondent F-27	Current coworker	Male	Official
Respondent F-28	Current coworker	Male	Official

Source: Own work.

Corroborants assisted the aims of my study by elaborating more on the personal values of the directors during their collaboration in a decision-making process. I used anonymous names due to ethical issues. All the corroborants were close and existing associates of the directors at the time of the interview. Corroborants are of both genders, i.e., male and female. The answers that the corroborants gave were key in confirming the answers that the directors gave about their collective values in a collaborative decision-making process, and also about

the personal values that the directors have shown with their colleagues for as much time as they spend together.

3.3.3 Critical incident interviews

The critical incident technique "is a qualitative research method that is used to obtain a depth of knowledge and understanding of subjects' responses to selected situations" (Gremler, 2015. p. 3). I used this technique to understand the way in which a leadership member behaves in collaborative decision-making by linking their narratives with the situations in which he/she was involved. The perception of a leadership member for specific information, would be the same as or different from the reality that becomes apparent within the collaboration process. Incorrect perception occurs because of many psychological factors, but unconsciously, nonverbal and verbal activities and behaviour appear as a leadership members authentic narrative.

The questionnaire of semi-structured interviews with eight directors included questions separated into six categories:

1. questions to collect the data which identify the nature of the meeting;

2. questions to collect the data from the process of collaborative decision-making;

3. questions to collect the data that elaborates the internal social experiences of that person and their relations with meeting dynamics;

4. questions to collect the data that elaborates the external social experiences of that person and their relations with meeting dynamics;

5. questions to collect the data that elaborates professional experiences of that person and their relations with meeting dynamics; and

6. questions to collect the data that elaborates the educational experiences of that person and their relations with meeting dynamics.

The critical incident technique assisted me in guiding a research participant to explain particular collaborative decision-making incidents. That is, I understood and explained the context, the problem to solve, the actual decision reached, how it was reached, how various people worked together (i.e., collaborated) to reach the decision, and so forth. By implication, the data I collected and analysed focused on particular collaborative decision-making events tied to the life story experiences of leaders (directors). I linked their individual life experiences to their behaviour displayed in the collaborative decision-making incidents they described to me. They reflected on the collaborative decision and provided their opinion on what experiences in their past may have shaped their behaviour during the collaborative decision-making incident.

During the interviews that I conducted with 28 directors, I encountered critical incidents before doing the additional eight interviews, which was a stimulus for me to continue with these eight additional interviews in which the main focus was to find critical incidents. In one of the semi-structured interviews, I noticed a piece of important information that indicated that the respondent hesitates to cooperate with persons who do not participate sincerely in the discussion. The respondent tried to avoid workers who were considered to be liars on purpose to achieve personal goals instead of focusing on the common goal. In the transcript of the semi-structured interview, I noticed that Respondent D-1 explained her parents' divorce. The respondent also explained the story of Steve Jobs based on the respondents perception. She said that Steve Jobs wanted to tell the world that he/she had values by creating his/her products and that he/she never needed someone to achieve personal objectives. Therefore, the critical incident technique helped me understand that the respondent does not like people who are focused only on seeing personal interest and who do not care for the groups interest.

3.3.4 Meeting observations

I made these two observations as an alternative to conducting interviews with corroborants (followers). I participated in two Board of Directors' meetings and then conducted eight interviews with the directors selected from that meeting. Within these meetings, I saw closely how values are displayed within a meeting. There I analysed the behaviour, communication, attitude, argumentation, opposition, agreement, way of presenting solutions, alternatives, and many other things. Therefore, information from these meetings is reliable evidence to compare with the results obtained from the interviews with the directors. These two observations were an alternative to not continuing with the interviews, which I conducted with corroborants from the first part of conducting the interviews.

First, I submitted a request to participate in these meetings; one in the municipality of Peja and the other in the municipality of Prishtina. After the request was approved, I went to the office where the meetings were held, where I sat in a place where I had the opportunity to observe the directors from the moment they entered; the way they greeted colleagues, sat down, and started the meeting; and the development and operation of their agenda.

3.3.5 Expert interviews

I conducted expert interviews to test the reliability and validity of some theoretical and empirical data. Similarly, I used these data in service of data triangulation. While studying the issue empirically, I concluded that is was important to have three expert interviews as a research extension. The expert interview method involves conducting an interview with a person with high credentials within the scope of the research topic, and is used to address complexities (Kezar, 2003). These interviews were conducted with three eminent experts related to the field of leadership and neurology. I prepared a semi-structured interview in

which I asked some questions that suited my interest. However, I also gave space for the experts to give their conclusions on other issues they considered important for me to understand.

The first expert is Senior Fellow Cynthia McCauley, who has in-depth knowledge in the field of leadership. The questionnaire was prepared to understand the concept of leadership development. The second expert was associate professor Domagoj Hruška from the University of Zagreb. The questionnaire was prepared mainly to understand the concept of authentic leadership, but was not limited to that concept. The third expert was prof. Dr. Afrim Blyta, a neuropsychiatrist, who helped me to understand how past personal experiences impact a person's cognitive skills. All the questions were related to how a person can be affected cognitively by the good and bad events which a person has experienced within the environment of family, society, work, and school. The most important question was whether there is a difference between life experiences and their impact on the person. Table 15 presents information about the experts I interviewed to obtain scientific contributions to the content of my Ph.D. dissertation.

Table 15. Participants in the process of my research process (interviews with experts)

Name	Field of expertise and engagement
Cynthia McCauley Senior Fellow	"With over 30 years of experience at CCL, Cindy has contributed to many aspects of CCLs work: research, publication, product development, program evaluation, coaching, and management. Cindy co-developed two of CCLs assessment tools, Benchmarks and the Job Challenge Profile, and co-edited three books for talent management professionals: *The Center for Creative Leadership Handbook of Leadership Development* (Jossey-Bass, 2010), *Experience-Driven Leader Development* (Wiley, 2013), and *Using Experience to Develop Leadership Talent* (Jossey-Bass, 2014). Her most recent publications include *Change Now! Five Steps to Better Leadership* (CCL, 2014), which guides leaders through a process of crafting and enacting development plans, and *Direction, Alignment, and Commitment: Achieving Better Results through Leadership* (CCL, 2016). Cindy was awarded the 2017 Marion Gislason Award for Excellence in Leadership Development by Boston University." (McCauley, 2021, Center for Creative Leadership, 1)
Domagoj Hruška	Professor Hruška is an associate professor of Organization and Management at the Faculty of Economics and Business in Zagreb, Croatia. He has published more than 80 journal or conference papers and

(table continues)

Name	Field of expertise and engagement
Assoc prof.	authored and co-authored several books. His work is drawn from theoretical frameworks across disciplines such as cognitive and organisational psychology, philosophy, and sociology in order to isolate and describe phenomena in the domain of leadership, decision making, and strategy (Hruška, 2021, personal communication).
Afrim Blyta Assoc prof. Dr.	"Prof. Asc. Dr. Afrim Blyta is a neuropsychiatry specialist. His narrow field of interest is pediatric neurology, epilepsy, cerebrovascular disease, Parkinson's disease, multiple sclerosis, psychosomatic diseases. He has Specialized in Zagreb, electroencephalography education in Belgrade, and education from body to mind medicine at the Mind and Body Center, CMBM, Washington DC, USA. Positive psychotherapy education in Wiesbaden, Germany. He is a lecturer in courses related to neurology, psychiatry and medical psychology, in faculty of medicine, University of Prishtina. He is an international trainer and lecturer of body and mind medicine engaged in the USA, Israel, Palestine, and Haiti." (Blyta, 2012, Clinic for Neurology and Psychiatry, 1)

Source: Own work.

As a conclusion, I emphasize that I conducted three interviews with experts in the field of leadership and neurology to gather some information from people who are well informed and also were more motivated than the usual respondent to answer my questions which were more complex (Dorussen, Lenz, & Blavoukos, 2005). From these three selected experts I drew some conclusions, which more completely explain the relevance of some concepts of the topic that I am studying, and also to understand some elements (processes) that do not necessarily enter directly into the field I am studying but that provide valuable information for the relevance of concepts which are part of my doctoral thesis.

3.4 Data collection: Types and instrumentation

After completing the theoretical part of the study, I consulted with my mentor, Dr. Assoc. Judita Peterlin, and according to the directives from my Ph.D. proposal document, which was approved by the Committee for Doctoral Studies of Ljubljana, at its 10th session on 16 October 2018, by the authority of the 6th session of the Senate of the University of Ljubljana on 27 March 2018, to develop the second part of the study for the collection, analysis, and interpretation of my empirical data. To achieve my research objectives, I collected empirical data of various data types. The data types included archival data, semistructured interviews, observations, expert interviews, and field notes.

3.4.1 Archival data

The respondents I selected are leadership members elected to serve as directors in their respective municipalities for four years. They are responsible for making strategic plans for the development of departments to which they are assigned and for implementing that strategy. However, they also manage some significant works when lower-level hierarchical members cannot solve them. These people always give an account in the municipal assembly of their performance, but also through the media system to the citizens. They are very popular in the municipalities in which they operate. Because of their popularity and political and executive role, it is easy to find archival data of their work. In addition to observing them identify their personal and collective values, I read and listened to various news in online newspapers, reports, etc. During their interview process, when the respondents gave answers, they always offered different reports to prove their performance and documents of the decisions they made, supporting their arguments for the success they have enjoyed.

What I gained from these sources of information has been essential and valuable because I have understood their values, such as their personal and collective mission, personal and collective vision, and other details they revealed during their operation within the organisation. Social media has been another source in which I have seen videos that can analyse their behaviour, arguments, and other values they have revealed there. These sources of information have enabled me to analyse the respondents within a specific context of their actions.

3.4.2 Contextual data

I have compiled semi-structured interview questionnaires in addition to collecting contextual data. During the interviews, I asked my respondents about the details of their experiences from the four aspects of their life stories, i.e., internal social experiences, external social experiences, professional experiences, and educational experiences. During these interviews, I asked questions about their actions and behaviour within the context of their decision-making with other colleagues. These data supported my analysis and interpretation to determine the differences between the four aspects of life stories and identify what a collaborative decision-making process looks like among the leadership members. As a result, I concluded that these data created critical contextual details that enriched the volume of general data that I collected during my empirical studies.

3.4.3 Semi-structured interviews

The semi-structured interview is a hybrid method that provides the opportunity for both structure and flexibility (Shirani, 2015). I used semi-structured interviews to gather empirical data. Because my doctoral thesis falls within the realm of the social sciences, I chose to use semi-structured interviews because this method is suitable for my scientific research. Unlike

the other variant, i.e., the structured interview, the semi-structured interview is open, creating opportunities for new, unpredictable questions (Fylan, 2005). Through this form of interviewing, I used a topic framework to explore in order to obtain data to answer my research questions. I used the following procedure: first, I selected the respondents; I drafted the questionnaire; I implemented the technique defined by this form of the interview; and I determined the method of analysing the collected information (Adams, 2015; Rabionet, 2011).

I first contacted selected respondents by contacting their public relations office and then organising a meeting, taking their time into account. First, I defined my target group, which was the directors of Kosovo municipalities. Then, because the number of directors in the municipalities of Kosovo is considerable, I identified four directors and four followers in each of the seven regional municipalities in the first phase of interviews. Then I conducted eight more interviews in two other regional municipalities. In Kosovo, there are approximately 30 municipalities in total. However, only seven are regional municipalities: the municipalities of Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova.

My second step was to structure the questionnaire. I structured three questionnaires; one was for directors and one was for followers during the first phase of the interviewing process. I then structured an additional questionnaire for the semi-structured interviews with eight directors. During the question-drafting process, I kept all questions within the research questions spectrum. Because the respondents were not speakers of English, I conducted the interviews in Albanian. I then produced two transcripts, one in Albanian and the other translated into English. I also avoided questions that might have been unacceptable to the respondents and provoked them.

I made the necessary preparations before the start of the interview; first, I made a brief presentation to the respondent about the interviews purpose and role in that process. Then I asked questions calmly, not putting any pressure on the respondent. Throughout the interview, I tried to make the respondent feel safe, allowing him/her to ask questions to further clarify the questions from my questionnaire. I also created enough space for their response to be complete. Finally, the interview data were analysed through thematic analysis using the NVivo application for text coding.

3.4.4   Supporting interviews

I chose to conduct some supporting interviews with interviewed corroborants (a directors follower). These interviews were a source of data for enriching the data I collected from the directors of the seven regional municipalities and supporting triangulation. Corroborant interviews were conducted to collect additional data on the authenticity of the director, his/her role as part of leadership, and his/her personal and collective values. In the questionnaire I compiled, some questions were designed to understand the directors

relationship with his/her subordinates and how the director showed his/her authenticity during the collaboration process with others.

3.4.5 Field notes

I evidenced each step of the research process. I listened to all the answers more than two times, in order to ensure that I considered all essential data gathered in the process of the interviews. I included in my notes the situational factors in which the interview was developed; the emotional factors I noticed during the process of providing the answers by a director or follower; and self-evolutive observations, which helped me to improve my method of collecting the data, through making sub-questions, which were part of a fundamental question but were necessary to obtain in-depth results in the process of the interview.

I recorded procedural steps to ensure that the interviewee understood the project and his/her contribution to my Ph.D. dissertation. I collected personal information about the interviewee. This provided important details to clarify situational factors for subsequent understanding the interviews. I used written notes during the process of interviews, and later in the analysis, after listening to the recorded interview for the second time. Field notes include other study data collected as a result of analysis, interpretation, and reporting phases (Lauderdale, 2017).

In this case, I kept field notes because, through this form, I managed to obtain "thick, rich descriptions of the study context" (Phillippi & Lauderdale, 2018, p. 381). My field notes can be classified as documents from my experience during the observation process of two directors' meetings and interviews which I conducted with 36 directors and 28 followers. I took field notes during the process of my observations, and after the meetings, I also wrote down details to remind myself of certain things if I had not been paying attention at the moment. This was vital for me to understand more closely the features of a collaborative decision-making process. Usually, my notes were not well organised, but were written quickly and briefly because I tried not to lose my focus on observing the phenomenon. I then used the notes to analyse the data obtained from the semi-structured interviews (Strøm & Fagermoen, 2012). I compared field notes with interview transcripts.

3.5   Data analysis

In both phases of data collection, I used thematic analysis as a method of qualitative data analysis (Braun & Clarke, 2006). I used thematic analysis for the data gathered from the interviews with 36 directors and 28 followers from the first data collection phase. The procedure I used was as follows:

1. I read all the transcripts to be familiar with their content before focusing on specific items in them.

2. I coded the data using NVivo, to highlight some sentences and develop some codes. Each codes indicates an idea or feeling of the interviewee.

3. After the process of coding the text, I developed themes. I combined several codes to shape a theme.

4. I defined each theme by explaining their meanings.

5. I formed categories of themes.

6. I presented the results.

I also collected data from the second phase through critical incident interviews with eight directors of two regional municipalities (Peja and Pristina). Then I collected data from eight directors, each describing numerous incidents of collaborative decision-making. The critical incident technique was a perfect opportunity for me to understand the reason for the action, behaviour, and other psychological and social elements expressed by the respondents in that particular event (Bott & Tourish, 2016). Through this method, I was able to understand from the respondent the context, the problem to be solved, the decision reached, how it was reached, etc. Then I connected personal experiences and their actions or behaviours in that collaborative decision-making process.

4   DATA ACQUISITION AND ANALYSIS

Within the volume of data I collected, several general categories of data are defined in terms of their prominence and subjectivity. Another category includes specific data mentioning figures, qualities, consequences, actions, etc. Another category is the quotes used by participants to explain an event. My primary goal was to interpret the data, always in the service of explaining my research questions. Interpretation must not lose the originality of the data and must in some way separate argumentative or qualitative data from metaphysical sentences. By metaphysical sentences, I mean all those arguments or facts which cannot be verified and that I must avoid using as facts (Redman, 1993). This dissertation is an inductive research model that has produced new theoretical and practical insights related to the topic. To answer the how and why questions, I conducted my analyses using the analytical methods presented in Table 16.

Table 16: Methods of data analyses

Method	Description
Critical incident technique	The critical incident technique is used to identify incidents that have occurred throughout the life of the participants.

(table continues)

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Method	Description
	Through the interview, I gather facts about these incidents while also identifying the consequences these have caused to the person at the activities in the present time (Gremler, 2015).
Thematic analysis	Data are reviewed by identifying words, sentences, and ideas and identifying the patterns in the data (Braun & Clarke, 2006). The patterns link the leaders prior experiences to the behaviour displayed or described when making a collaborative decision.

Source: Own work.

I recorded each interview and then constructed transcripts with all the details, including the participants personal information, questions I asked, and all the answers and stories that participants provided me. Then I used the NVivo program to code, analyse, and interpret qualitative data (Kan & Parry, 2004). NVivo generally is used for data analysis, which falls into the category of qualitative research methods. NVivo is "an advanced qualitative software package for analysing all forms of unstructured data" (Serban & Roberts, 2016, p. 187).

4.1   Thematic analysis of the interviews

I chose to use thematic analysis to analyse the data from the first phase of the interviews, which included interviews with 28 directors and 28 followers. I used thematic analysis to understand the facts, opinions, worldviews, and personal values, including beliefs, visions, goals, knowledge, etc., of the respondents. I conducted the following steps to implement thematic analysis while studying the transcripts of interviews:

1. I read all the transcripts to be familiar with their content before focusing on specific items in them.

2. I coded the data using NVivo, to highlight some sentences and develop some codes. Each codes indicates an idea or feeling of the interviewee.

3. After the process of coding the text, I developed themes. I combined several codes to shape a theme.

4. I defined each theme by explaining their meanings.

5. I have presented the results.

Furthermore, I collected data from eight directors of two regional municipalities, Peja and Prishtina, each describing more than three incidents of collaborative decision-making. I looked for patterns, linking the prior experiences of the leader to the behaviour displayed or described when making a collaborative decision.

4.2   Substantive significance

This intellectual output adds value to the research community by advancing knowledge in the field of leadership development. Scholars have studied leadership development separately from leader development (Day, 2000; Day, Fleenor, Atwater, Sturm, & McKee, 2014). Leader development is "an ongoing process across the entire lifespan" (Liu, Venkatesh, Murphy, & Riggio, 2021, p. 101). It is related to developing a "leaders knowledge, skills, abilities, self-views, or schemas" (Vogel, Reichard, Batistić, & Černe, 2021, p. 101). Leadership development is focused on studying leadership capacities to deal with an issue (Day, Fleenor, Atwater, Sturm, & McKee, 2014) or "attempt to enhance the general knowledge, skills, and abilities (KSAs) of individual leaders" (Cullen-Lester, Maupin, & Carter, 2017, p. 130) in order to motivate subordinates to achieve a common objective.

Through the analytical process I used for the empirical data collected in the 64 interviews (28 leaders and 28 followers from the first phase of interviews and eight interviews with directors from the second phase of interviews), I found that leadership development is a complex process, which cannot be studied, analysed, and explained without including the elements of the concept of leader development. Leader and leadership development are the intermixtures of many personal and common core values developed over time which help a person and a team to authentically contribute to delving into a specific phenomenon.

Information is the common denominator of both concepts, leader development and leadership development. The information that a person accumulates in the early years of their life is considered to be the basis of shaping the personal core values, including knowledge, skills, thoughts, beliefs, etc. These core personal values enter the concept of leader development. In the beginning, the core personal values are vague. After repeated experiences (repeated information), the content of the same information becomes more apparent to the person, and a person can understand the consequences of this information on his/her personal core values development and his/her decisions related to an issue. When a person can understand the source of information and evaluate its consequences, the information is considered to be matured. Then analysis can progress the subsequent development level, leadership development.

The raw data collected in the interviews gave me enough arguments to conclude that leadership development is a higher level of core personal values development (leader development). Therefore, leadership development means that a person knows precisely what values he/she possesses Therefore, a person is aware of the content of personal core values

and knows how to use them to benefit common objectives. Therefore, leadership development is the concept that explains the ability of a leadership member to deliver his/her core personal values (individual level) to the community (collective level) by delving into one part of the phenomenon and provide a solution if it is required.

4.3   Ethical concerns

In my Ph.D. dissertation, I have presented the primary and secondary data gathered from the process of qualitative interviews and other materials (e.g., academic articles, books, etc.) with honesty and integrity. I have made an effort to present the results of the research without deviating from what I presented to the members of the commission and in the document of my Ph.D. proposal which I submitted and which was approved by the Committee for Doctoral Studies of Ljubljana University, at its 10th session on 16 October 2018, by authority of the 6th session of Senate of the University of Ljubljana on 27 March 2018. I did not use any raw data I gathered for another project and presented to other institutions (conferences, schools, journals, etc.). I always respected the agreements when working with others, such as with participants in the process of the interviews, experts, members of the commission, and specifically with my mentor. Furthermore, I avoided any method of misleading the participants while asking questions to avoid receiving the answers that would suit my wishes.

In the process of my research, I have avoided any aspect of being biased during the process of gathering and analysing data, interpreting results, and selecting the journal to which to submit my article, which is part of my Ph.D. dissertation. The article I submitted to the journal was published in a credible journal. After the peer review process, the paper, titled "The role of the four life-story aspects within a collaborative decision-making process in the field of leadership development" has been accepted for publication in the *Economic and Business Review* (EBR). Important to emphasize "the fact that the published articles has undergone a process of peer review imposes a certain level of quality control on the finished product" (Bryman, 2004, p. 747).

During the process of writing my Ph.D. dissertation, I was careful to avoid careless mistakes. As I completed each section, I submitted it to my mentor to obtain feedback to stay on the right research journey. My carefulness during the process of writing the theoretical part and the empirical part produced an excellent flow of presenting the data and enabled a logical flow while reading it. I have considered the suggestions and recommendations of my committee members for evaluating my dissertation: Sandra Penger, Ph.D., Full Professor/President of the Committee; Matej Černe, Ph.D., Associate Professor; and Noel Pearse, Associate Professor. I have incorporated the articles that the committee members recommended including into the final version of my Ph.D. dissertation.

While gathering raw data, I was open to criticism and to the answers in which interviewees went into great details, sometimes including thoughts out of the context of the question. Openness sometimes unconsciously brought me valuable information; therefore, I prepared

a semi-structured interview and enabled the interviewee to think in a broader context (out of the box). Some questions are not specific because I left free space and sufficient time for the interviewee to speak authentically and openly. Thinking authentically means that the interviewee does not need to change the content of the answer that he/she has in mind just to fit the question asked (Kahneman, 2011). Interview after interview, I restructured the questionnaire under the new information I had obtained from the previous interview (Braid, 2010).

Based on the University of Ljubljana statute and rules on the doctoral program, respect for intellectual property is crucial for a credible research journey. The consequences of this type of mistake are apparent; therefore, I was careful in selecting materials, but much more careful in paraphrasing the information I obtained from one specific source. The articles I read are from the databases of the University of Ljubljana and the Academy of Management Journals. The citations I used are according to the rules of the doctoral program. I also have followed the APA writing rules. Furthermore, I recorded the interviews with participants and prepared the transcripts in Albanian and English.

Confidentiality is another element important to credible research, which I respect. The interviews I recorded will not be published anywhere, but will be used only as material for my Ph.D. dissertation. I will not use for another project the personal information I obtained from the participants, and I will not deliver to others any materials that are not related to my Ph.D. dissertation (access only to the University of Ljubljana/School of Economics and Business).

Responsible publication of the article, which is part of my dissertation: I have submitted an article that is new and has not duplicated someone else's work. The content of the dissertation has new added value and produces new theoretical and empirical knowledge within the scope of leadership development. My research is legal and adheres to the rules of the doctoral program at the University of Ljubljana.

The ethics committees role is to consider what I am doing as appropriate and proportionate to my research aims elaborated in my Ph.D. proposal. I take the committee members' recommendations seriously; thus, I have respected their role in my dissertation by incorporating the committee members' suggestions. If I have an ethical dilemma, I always seek advice before I act. My mentor's is the first advice seek, and then with her recommendation, if needed, I seek advice from my committee members or other field experts.

4.4   Protection of human subjects

The protection of human subjects is vital to a researcher, which he/she must take into consideration during the process of his/her research-specific issues (Singer & Levine, 2003). My empirical research involved people, and I made efforts to reduce any possible harm to

the minimum that I could cause to 36 directors and 28 followers and to maximize the benefits to participants and to myself as a researcher. "Pain is an unpleasant sensation, and at the same time, it is always subjective and affective" (Ogino et al., 2007, p. 1139). This means, for example, that I avoid exposing participants to more tests than were strictly determined within the document of my Ph.D. proposal to fulfill my research aims. Therefore, at the end of each interview, I asked participants, through a question on the questionnaire, if the interview process respected him/her as a human subject.

During my research, I respected human rights, including the right to privacy and autonomy of participants. I never insisted on taking an answer related to a question from the participant if he/she considered that it was essential to keep that information private. I let them feel free to deliver the information they were ready to share and decline questions they were not ready to answer. Similarly, I was very transparent in answering every question that participants asked me to clarify their role in my research process.

However, the published names of the respondents in the document of my Ph.D. dissertation are not a problem because all of them are public figures in the field of politics. I did not present private information such as telephone numbers and email in the document and did not use their names in the thesis, but I used, for example, D-1 (Respondent 1). My respondents have a profession/job that qualifies them as public figures. Therefore, their names, title, and job are known publicly and presented on TV, radio, etc., for an extended period.

I have been careful in the selection of participants in the interviews. I excluded vulnerable groups, including employees who are new in the positions they hold and older or ill people who were not healthy enough to respond to my questions. Similarly, "the participant has the right to refuse to participate, and that if the participant consents to participate, the participant retains the right to withdraw" (Ross et al., 2010, p. 40) to not affect his/her image among the community of the organisation for which he/she works.

Informed consent to participate in research is a mechanism to protect human subjects which I used during my research. Informed consent is a conventional mechanism for protecting research participants (Lemke, Trinidad, Edwards, Starks, & Wiesner, 2010). I offered this document to the participant to read and sign as a proven statement of understanding the obligations of participants to the researcher if they agreed to be part of it. The participant needed to know some basic information about the project I was asking them to be part of in the role of the interviewee. I emphasized that this project is a Ph.D. dissertation in this document. I described the main tasks that required the participants' contribution.

4.5   Research bias

The component of data triangulation in my dissertation is supported by having three different primary sources of raw data and many other methods of analysis I used to interpret the data

I gathered during interviews with 36 directors. I used these data sources and research methods to compare and interpret them to determine the level of agreement among sources on common thematic areas (Fusch, Fusch, & Ness, 2018). The data I collected by conducting the interviews with 36 directors are compared with the data I collected from 28 interviews with followers of these directors. I also conducted three interviews with three field experts. Directors are positioned within the organisation. They operate as top managers, responsible for preparing strategies to improve the performance of the departments they lead.

All the raw data I collected from the interviews with directors I analysed and interpreted in the chapter five in all its sections—without losing their original content. Data "triangulation involves the employment of multiple external data collection methods concerning the same events may be enhanced by multiple external analysis methods" (Fusch, Fusch, & Ness, 2018, p. 20). I used NVivo and thematic analyses to maintain the originality of these data.

Olsen (2004) emphasizes some arguments that some scientists provide for "triangulation", which generally would be conceptualized as creating a broader and deeper understanding of the study phenomenon. During the process of an interview, a director can tell a story or provide a piece of information that is not true. A person shows some hesitance while telling a negative story. Hence it was necessary to find alternative information confirming the information the director was delivering to me. Sometimes the directors narrative is misinterpreted by him/her on purpose to hide the negative experiences during his/her lifespan. Hence, using triangulation validates data and increases their credibility.

"By combining multiple observers, theories, methods, and empirical materials, researchers can hope to overcome the weakness or intrinsic biases and the problems that come from single-method, single-observer, single-theory studies" (Rahman, 2012, p. 154). To analyse the credibility of the information the director provided me, in addition to other methods, I selected a follower per director, who probed the same collaborative decision-making events reported by the leader (director). I asked the follower questions that were directly related to responses that the director provided during the process of the interview. Similarly, the data I gathered from three experts are related to the answers I received from the interviews with directors, including the methodology I used to prepare the questionnaire and the interpretation of those data within the text of my Ph.D. dissertation.

4.6   Analytical mixed qualitative triangulation

During the empirical part of my study process, I used analytical mixed qualitative triangulation, which means that I applied a process that included stable data through multiple collection approaches (Patton, 2015). In this way, I reduced to a minimum the bias and distortion of the data or their manipulation in case I would have used only one data source.

The use of several data sources, in my case, such as the data obtained from the interviews with the directors and with corroborants, observations, and expert interviews, to triangulate

supported the credibility of the data analysed and interpreted in my dissertation and supported the knowledge gained through data integration. The use of many data sources indicates that the acquired knowledge is a consequence of the adequate integration of these data explaining the subject of the study (Patton, 2015).

I also collected data through a variety of approaches and sources of data that are not considered metaphysical data but can be called reliable data (Flick, 2002). The data obtained from 36 respondents were compared with the data from two observations and the data obtained from 28 corroborants, and also with the interviews I conducted with three experts and other documents such as reports, public interviews, etc. This is how the alignment between the data is defined.

I encountered situations in which the data obtained from the directors were not in harmony with the data obtained from corroborants or observations. One of these discrepancies occurred when one of the directors mentioned one of his/her values which he acquired due to his/her experiences. he/she said that in interaction with others, he tends to listen more than he speaks, whereas the data from the corroborant showed that the directors greatest weakness is the inability to listen to others. This is an example of how I identified situations in which the data were matched but contradicted each other.

During the interview, I repeated the questions in case they were unclear to the respondent. However, I also sought clarification of the respondents' answers to understand what the respondent wanted to convey as an argument or message to me. After receiving the answer from the respondent, I tried to summarize what the respondent said, obtaining the respondents confirmation of the correctness of his/her answer and receiving feedback from him/her if something else needed to be added for that answer to be considered complete. My main goal was to define the respondents answers correctly, leaving no room for me to misunderstand his/her answers and thus be biased.

At the end of the interview, I saw positive attitudes from the respondents, saying they were at the maximum of their authentic abilities by giving answers. At the same time, they were relaxed and satisfied with the interview. My study used data comparisons between respondents and corroborants, field notes, observations, and training to report data quality. These methods are consistent with my goal of obtaining qualitative data (Guba & Lincoln, 1989).

4.7   Validity and reliability of data

Taking into account the positivist perspective of scientific research, which is related to the "reductionist" approach, focusing on the generalization of social reality into theory and laws, interpretive research aims to interpret social reality by delving into the context, but through a subjective perspective. Therefore, researchers' interpretations are made by deeply contextualizing the issue, not generalizing social realities into theories and laws. The

interpretive analysis is considered subjective and dependent on the type of experience. Thus it is considered from the perspective of positivist thinking to be less rigorous. Interpretive research does not apply the same ontological and epistemological assumptions to clarify a social reality as positivist research. In contrast to positivist research, which applies reliability, validity, and generalizability to interpretivist research, according to Stahl and King (2020), some other criteria are offered to justify the rigor of data. Dependability, credibility, confirmability, and transferability are used in interpretive research.

Dependability means that two researchers reach the same conclusions for the same study using the same data. This is a form of the same reliability used in positivist research. To achieve dependability, I have provided ample details for the issue I have studied and its context, offering to independently authenticate their interpretive inferences (Stahl & King, 2020).

Credibility means that the readers of my study have accepted my findings as both grounded and reliable. This term is similar to that in positivist research, which is used for internal validity. Similarly, I have shown the credibility of my research through the demonstration of data triangulation, in which I used different techniques and methods of data collection. I also have provided transcripts, some records, and information on theoretical and methodological activities, making the data easily accessible for verification in any independent audit to be (Stahl & King, 2020).

Confirmability means that respondents can verify my findings independently at any time. This is the same form used in positivist research, called the notion of objectivity. The paradigm that I have used, which is an interpretive paradigm, does not allow me to consider that my conclusions are objective reality, because the data that I collected are simply the experiences of the respondents as told by them, and thus can be considered to be a subjective reality (Stahl & King, 2020).

Transferability means that my findings can be used to generalize to other settings. This term is similar to external validity, which positivist researchers use. I have provided extensive details of the context in which I conducted my empirical study, and readers can easily understand that these findings can be used in other settings (Stahl & King, 2020).

5 RESULTS PRESENTATION

My goal was to understand the complex leadership development process by decomposing it into small parts. This chapter presents the raw data I gathered from the respondents in interviews I conducted with 36 directors of seven regional municipalities and with 28 followers from the same places, and three interviews with field experts. My analysis of study data sought to address the following primary research objectives:

1. analyse the complexity of leadership development and understand its parts particularly;

2. explain how leadership development elements are contained in the life stories;

3. describe the role a leadership member played in a collaborative decision-making process;

4. understand the lived experiences of leadership members and their effect on critical collaborative decision-making incidents;

5. identify and describe the components of a life story;

6. identify and describe the components of a life-story aspect; and

7. Identify and describe the four life-story aspects separately.

Figure 6 presents the model of the processes that shape the complex leadership development process. Leadership development is the sum of the following processes:

1. the role of the life story in shaping the four life-story aspects;

2. the role of life-story aspects in the meaning making system of a leadership member;

3. being aware for the existence of personal collaborative features; and

4. the role of personal collaborative features in the process of a collaborative decision-making process.

Figure 6: The complex process of leadership development
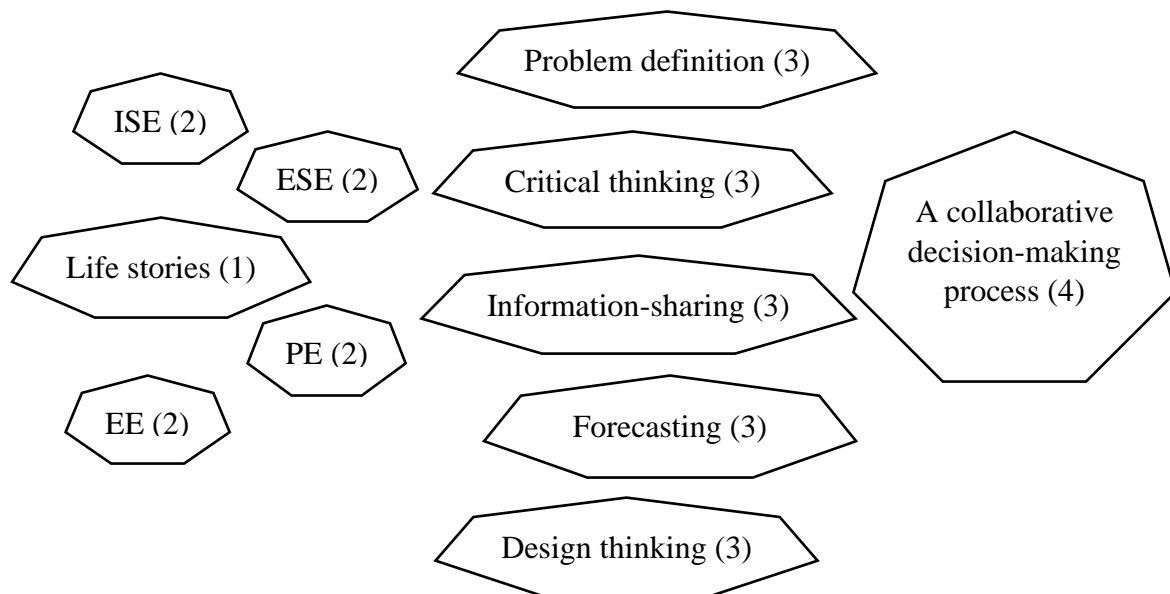
Source: Own work.

Figure 6 presents a complex process of leadership development with four processes. The meaning of numbers used to shape the model and a more expanded elaboration of these

processes are presented in the subsections of this chapter. Point 1 elaborates on the concept of a life story and explains its content and how it is used. Point 2 presents the four life-story aspects and explains how they are formed and what they serve concerning the development of leadership. Point 3 explains the development of the meaning-making system of a leading member as a result of the four life-story aspects. Point 4 explains the collaborative decision-making process (collective level) and the role of a leading member with the collaborative features within it (the connection of the individual level with the collective level). Points 3.1–3.5 present the five collaborative features I identified from my interviews.

5.1   Leadership development elements contained in the life stories

Based on the data collected, I have reached the conclusion that leadership development is a complex process because it has a starting point of development that does not end as long as the person lives. Leadership development as a process is continuous and very dynamic. This dynamism occurs due to participating in many life experiences that a leadership member has throughout their life. The source of leadership development, at the individual level, is the information obtained from a person's participation in events that are not within the same context of life.

Figure 7: Two levels of leadership development
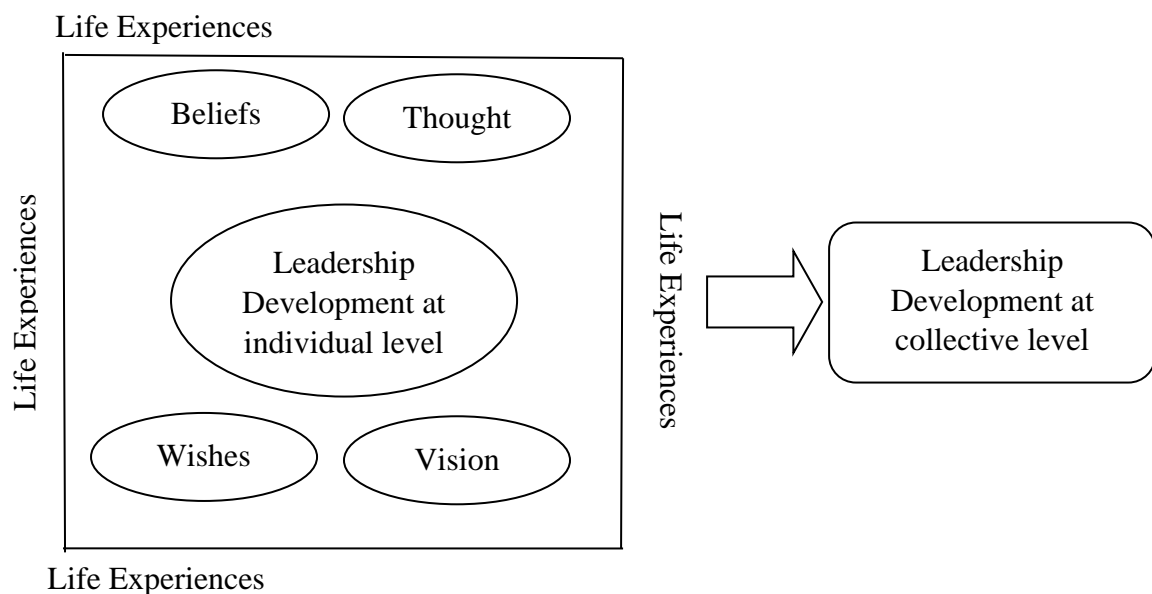
Source: Day, Riggio, Tan, & Conger (2008).

The complexity of leadership development at the individual and collective levels also is a result of changing the sources of information, which affects the change of worldviews that the individual will have about a specific issue. Leadership values do not have steady development, but vary by changing their form, producing different realities. Leadership development is a complex process because it is difficult to decipher. A person's core values

constantly change over time due to changing sources of information (life stories). The level of leadership development can be negative or positive. The decrease or increase in the level of leadership development occurs due to the sources of information (life stories) that a person is supplied in a specific context or phase of his/her life.

Information acquired by a leadership member from different life events does not retain its original form because the content of information varies with changing circumstances, and each leadership member begins to compare new information with his/her current information and, at the same time, begins to modify or adapt new information according to his/her standards or personal interests. Leadership members will interpret information according to his/her current worldview of that issue, and this worldview is not static. However, it may change when the leadership member receives new information from other new sources of information.

Based on the data I collected from the respondents, Table 17, presents the steps that explain how leadership development is contained in life stories.

Table 17: The steps explaining how leadership development is contained in life stories

Step	Summary
Life-story information	A leadership member will receive information from four primary sources: internal social experiences, educational experiences, and professional experiences.
Personal core values	Personal values such as thoughts, beliefs, visions, desires, etc. are built and developed as a result of continuously receiving this information (participation in various life stories).
Level of leadership development	The level of leadership development changes constantly, and it can be negative or positive. The reasons for this change are the volume and credibility of the sources of information, life stories, and the existing circumstances.
Leadership development at collected level	The development of collaborative decision-making skills depends entirely on the level (positive–negative) of the development of personal values (thoughts, beliefs, wishes, and vision) to the individual level of leadership development.

Source: Own work.

To understand how leadership development elements are contained in life stories, I focus on explaining life stories based on data collected from semi-structured interviews with 36 principals; through my questionnaire, I divided the nature of events into four categories of life-story aspects. Thus, I elaborate on the benefits to a leadership member of developing

his/her leadership elements while experiencing personal events from these four life-story aspects.

A life-story aspect is a person's worldview during the process of his/her analysis of specific issues in the future. This worldview is formed by a considerable amount of information processed by events within a specific content category. The information when it is learned necessarily must be an integrated part of a person, so it becomes an integral part of a person's inner values and then can be used in any case. A life-story aspect is a set of information that is integrated into the cognitive skills of a leadership member, and then he/she can deliver it again. As a result, this information can be reintegrated in another form by someone else. The information needs to move, and a personal life-story aspect is only a stationary point, where it waits to continue on its journey. Information always exists, but events are the moments that enable a person to receive it.

Based on the data obtained, I concluded that our skills, knowledge, beliefs, and thoughts are just copies of what we did when the information achieved us. Inner values can be transformed by understanding new information that is integrated into a person when he/she participates in a specific event in the future. Therefore, inner values are continuously transformed, consciously or unconsciously. I concluded that inner values are shaped by the information taken from a person's childhood, and his/her inner values can be advanced in the future but will not change their form. Therefore, life stories provide unlimited opportunities for a person to change his/her inner values to adapt to the dynamics that will become apparent within a given context. Based on the data I collected from my semi-structured interviews, the four life story aspects are defined as follows:

1. internal social experiences are all events that take place within the family environment with and through other family members;

2. external social experiences are the information obtained from events that take place within the society of the city in which a person lives (local perspective) and beyond, during visits to different parts of the world (global perspective);

3. professional experiences are all events that take place within the work environment in all organisations in which the person has been employed; and

4. educational experiences are information obtained from events that occur within the educational environment, including schools of all levels and other educational institutions.

The following sections present the codes formed from the text of the transcripts of my semi-structured interviews.

5.1.1   Some leadership development elements are contained in the internal social
         experiences of a leadership member

Internal social experiences are all the information that emerges from the development of events within the environment of a family, only with close family members such as parents, brothers, sisters, children, wife, husband, and grandparents, and the person in question has been present for a small part of that event or for its entirety. The person's presence within an event is necessary because this type of information would be more complete, including the emotional side of experiencing the event, but also the possibility that through personal contribution and direct involvement the person can extract the information from a specific event.

Table 18 presents the codes derived from interview transcripts, understanding how a person explains the family environment and how he/she has perceived events within him/herself.

Table 18: Codes for internal social experiences

Codes	Theme	Category
Family members, Personal home, Parents' home, Sisters home, Brothers home, Children's home, Flat, Property, Personal wealth, Rented living space, Living in the suburbs, Living in the city center, Living in the city, Living in the village	Residence	The member creates the sense of belonging
Common norms, Common customs, Common values, Common interests, Common beliefs, Taboos, Holidays, Regular common meetings, Celebrating special dates	Family tradition	
Freedom of expression, Wellness, Safety area, Emotional warmth	Family environment	The member's act of altruism

(table continues)

Codes	Theme	Category
Antagonist, Supportive, Conformist, Protective, Leader	Role clarification	
Prosperity, Confidentiality, Responsibility, Equality, Compensatory decisions, Common conclusions	Collaboration	
Patriarchal family, Liberal family, Older members decide the fate of family	Decision-making	
Knowledge-sharing, Listening, Argumentative, Brainstorming	Communication	
Fulfilled, Managing stress, Highly motivated, Compassion	Emotional state	The member does/talks about something in which everyone in the family is interested
Talk quietly, Does not take sides rigidly, Support, Help, Attention, Vigilance, Flexible, Passionate, Dislike arguments, Like	Attitude	
Use of confidential information, Advice, Criticize, Identify mistakes accurately	Feedback	
Long conversations, Frequent family meetings, Repeated topics of conversations	Time management	

Source: Own work.

The member creates a sense of belonging – A family consists of its members, and each member plays a unique role in putting the family's function of fulfilling the interests of all members. This category, derived from two themes compiled from the codes found within the text of interview transcripts, means that the person creates his/her worldview of family belonging. From this entity, the person begins to create the first personal values, some of which are inherited, whereas others are formed from the beginning. The person understands his/her belonging and begins to behave within the norms developed through decades within that family. In every place or situation the person presents his/her family values precisely. As a result, he/she begins to understand the difference between acceptable and unacceptable behaviour towards others. Furthermore, personal negative or positive behaviours are based on his/her family affiliation, bringing to mind the values with which he/she is surrounded within the family entity from which he/she has grown since childhood.

In the coding process, the category "The sense of belonging" was shaped by themes of residence and family tradition:

Residence – Events within the family environment take place mainly within a building that serves as their residence; The development of events is not limited only to that space, but at least one sequence–of events begins or ends within it.

Family tradition – The behaviour and actions of each family member occur by applying some customs inherited from previous generations to keep the family members in harmony and be identified as a family among other families in the society in which the persons live.

The member's act of altruism – Members of a family find healthy habits within the family environment, practising them every day of their lives, as a result achieving positive results that serve an individual to prosper continuously. A person is taught to create a positive environment by minimizing personal ambitions that have the potential to harm the interests of others and feels free to act to realise those personal interests that are considered to be in the service of the general well-being. However, the person also is ready to give up personal ambitions if they are an obstacle to others. Family members make selfless sacrifices to prevent one of the members from failing due to an unfavorable decision. The person manages to assess whether his/her behaviour or action is based on his/her authentic values. The person also understands the real options he/she possesses, consciously determining the pros and cons of the results of his/her behaviour or action in the near, middle, or distant future. Family members agree to change their vision to fit in, creating a common vision.

In the coding process, the category "The member's act of altruism" was shaped by family environment, role clarification, collaboration, decision-making, and communication:

Family environment – The family environment can be of two types. A positive environment is one in which family members create productive communication, have mutual respect for the rights of each member, spend personal time resolving family issues, and interact with each other to plan for the future, taking into account the interests of each member. A hostile

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environment is one in which communication, interaction, and lack of time spent together are deficient, creating confusion, failure, and lack of well-being for family members.

Role clarification – The roles of family members are not the same, and their responsibilities also are not the same. Therefore, the sacrifices and work of a family member can produce more powerful positive and negative consequences compared with the responsibilities and roles of others. Therefore, a family member learns how to understand his/her responsibilities, and, agreeing to these responsibilities, will contribute to the family's well-being. In this way, each family member highlights his/her role, and thus his/her focus is narrower and he/she will be more productive and alert.

Collaboration – Family members consider the argument of each family member according to their role within the family. Each member respects the authority and contribution of each for a particular issue. Thus, each member agrees to consider all arguments to reach a particular general conclusion.

Decision-making – Family members make decisions according to an organisational form built by themselves. There are various decision-making forms, but the form chosen is based on the culture they have cultivated within the–family, and is not a random selection.

Communication – Family members have very intense and daily communication. Each family member initiates issues, and only family members are involved in the discussion. The issues discussed are of different natures and often are addressed in recurring forms. During the discussion, members are free to argue according to the form they want, and the level of prejudice from others is low or, in many cases, non-existent.

The member does/talks about something that everyone in the family is interested in – Each family member is free to express themselves without being censored or at risk of having his/her argument misused by another family member. Family members bring up topics to discuss that arise from everyone's free discussion. Members bring their own private experiences, so they bring to other members information they would not want to present to others who are not family members. Each member freely expresses his/her vision, goals, desires, secrets, concerns, and beliefs without feeling violated. The person finds an inner motive (intrinsic motivation) to realize the vision or a specific part of the personal vision. Family members feel emotionally good when discussing topics not raised directly by him/her, but that is of interest for the family's good. Thus the family member expresses a willingness to make an essential contribution to the topic being elaborated and produce a positive environment and productive results for all of them.

In the coding process, the category "The member does/talk about something that everyone in the family is interested in" was shaped by themes of emotional state, attitude, feedback, and time management:

Emotional state – The person feels happy and emotionally balanced within the family environment, in which other family members respect his/her values, and his/her shortcomings do not prevent him/her from moving further in improving those values. The person acts according to what he/she believes is right and believes that others value his/her contribution, readily accepting transformations of situations without feeling violated.

Attitude – The family member feels free to think openly about issues and, at the same time, expects other family members to do the same. The family member believes that when discussing with other family members, one should be honest, creative, and critical. Hence, one family member behaves willingly, accepting the arguments of others which contain sincerity, creativity, and criticism.

Feedback – A family member at the time of the speech expects from others the expansion of the discussion, offering opinions that challenge his/her arguments, as well as objections or constructive instructions. Therefore, when others within the family speak, he/she should prepare his/her arguments in the form of–opinions, criticisms, or guidelines.

Time management – Family members spend a considerable amount of time discussing within the family environment. The long time spent within the family environment will make them clarify their thoughts, beliefs, visions, and goals. Therefore, the time spent within the family environment is the main factor in building their values.

Based on the data presented in this section, I conclude that the differences between the events within the family environment and other living environments are as follows:

1. Events within the family environment have a powerful emotional impact on a person who is a member of that family.

2. Events within the family environment are very challenging for the person because each family member is determined to sacrifice for the well-being of the family in general, is reluctant to use the events only for personal gain, and sometimes fails to benefit from the commitment not to hurt others.

3. Events within the family are organised and developed at the initiative of its members, but the role of everyone in the discussion is different, so the responsibility is not equal.

4. Positive events within the family environment are the conclusions drawn as a result of the consensus, whereas negative events are those without benefits.

5. The environment in which events take place within the family is pleasant and familiar.

6. Each member of the family is committed to receive the necessary information as credible as possible, and that meets the common ambition and purpose.

7. Each member of the family is obliged to maintain family privacy, contributing to the information provided by family members to be kept confidential.

8. Events within the family take place over a more extended period because the presence of members within the family environment is longer.

5.1.2 Some leadership development elements are contained in the external social experiences of a leadership member

External social experiences are all events that occur within the society in which the person develops his/her life, and also include events that are not limited to the society in which the person lives. The person can participate in these events in two ways: directly and indirectly. The direct form involves the person's presence during the development process of these events, and the indirect form means that the person understands these events from the media or other persons.

Table 19 presents the codes derived from my interview transcripts to understand how a person explains the environment of external social experiences and how he/she has perceived events within him/herself.

Table 19: Codes for external social experiences

Codes	Theme	Category
Female, Male, Old persons, Young persons, Locals, Immigrants, Faith, Ethnicity, Rich person, Poor person, Successful person, Criminals	Diversity	The person creates his/her own identity and his/her broader belonging
Good person, Open-minded, Conservative, Personal wardrobe, Share positive ideas, Self-care, Organised behaviour and action, Loyal person, Sincere person, Dangerous person, Positive person, Negative person	Self-image	
Member of a society, Local architecture, City, Village, Demography,	Place of residence	

(table continues)

Codes	Theme	Category
Geographical position		
Faith, Culture, Laws, Taboos, Rituals, Social behaviour, Social beliefs, Customs	The tradition of society	
Hard talk, Challenging discussions, Learning new things, Language(s), Self-presentation, Attention, Deciphering words, Known information, Unfiltered information, Confidential information, Creative ideas, Free discussion.	Conversation	The person creates boundaries/limitations in relation to others
Skeptical, Self – inquisitiveness, Vigilant of the situations, Fulfillment of personal interests, Strong egocentric behaviour	Attitude	
Friends, Enemies, Girlfriend, Boyfriend, Strangers, Family ties, Neighbors	Relationships	The person behaves and acts using personal interest as a starting point for discussions with others
Respect of personal position; Respect the position of others; Be informed about the knowledge, skills, abilities that others possess; Deliver carefully personal vision, knowledge, abilities, and skills; Resist the temptation of others to change the personal vision	Collaboration	

(table continues)

Codes	Theme	Category
Avoid taking decisions in the first meetings; Identify goals of others and verify them carefully; Specify agreements deeply; Identify the legal path of making decisions	Decision-making	
Not attacking the arguments of others, Not providing confidential information, Giving opinions	Feedback	
Spend less time with strangers, Spend more time with persons who have same vision and goals	Time management	

Source: Own work.

The person creates his/her own identity and his/her broader belonging – The person, during his/her engagement within a social circle, builds and develops an identity, which can be authentic or improvised. The person creates his/her own identity and his/her broader belonging. If the social values of the people in the place where the person lives are approximately the same as his/her values, then the person is more authentic when presenting him/herself to others, whereas if personal values are different from the values presented by the people where the person lives, the person tends to improvise their identity, trying to adapt to the existing circumstances within society. The person begins to perceive his/her role within a broader affiliation that contains a wider variety of interests, a lower level of tolerance, and a much more dramatic change in the general values of society. Because people move from one place to another, social values also transform.

In the coding process, the category "The person creates his/her own identity and his/her broader belonging" was shaped by themes of diversity, self-image, place of residence, and the tradition of society:

Diversity – The environment of external social experiences consists of a diversity of cultures of persons within a society, including different religions, nationalities, ethnicities, etc. The person within the environment of external social experiences is not immune to unreliable information; the flow of information within this environment is unlimited and more challenging to verify.

Self-image – The person within a society tries to build a positive image that may not be authentic but serves to be accepted by others. The person is committed to building his/her image, claiming to be a person accepted by others during various processes of interaction with others. If the person tends to transform social values, then the person begins to build an authentic image but will face difficulties when interacting with others. Thus, the person will be more isolated and heavily attacked by the resistance of others to not let go of the routine or to prevent the transformation of social order.

Place of residence – Place of residence refers to the civil subdivision of a country, which may be a county, municipality, or state, in which the individual resides. The person selects the place based on adapting his/her values and efforts to effectively and efficiently realise his/her objectives. A person can change one or more times during his/her life to engage in his/her daily routine within a specific place or geographical position.

The tradition of society – A person in natural form (biological and psychological need) becomes part of a group of people in the place where he/she or she lives, respecting the traditions and norms which serve to regulate his/her relations with others. The person lives within a material, spatial, and cultural environment, which he/she will use to engage in personal activities that serve personal and social well-being.

The person creates boundaries/limitations in relation to others – The person during his/her experiences of events within a society is prudent because the consequences of an eventual mistake are apparent and immediate. The person does not feel as safe discussing with others as he/she may within the family environment because his/her knowledge of the persons he/she meets in the external environment is minimal. As a result, the tendencies of others are unknown. One element that makes a person reserved in discussion with others is the lack of trust due to a lack of information about these people. Therefore, the person initially sets a boundary that the person can overcome if the new information on other persons presents security for the interests of the person in question. Otherwise, if the person understands, after receiving new information, that the persons he/she has met tend to manipulate, exploit, or have other negative tendencies, the boundary between him/herself and others will be strengthened. The person will try to leave the discussion with the persons in question. Then the persons appear competitive, because everyone tries to obtain benefits for themselves at the end of each discussion.

In the coding process, the category "The person creates boundaries/limitations in relation to others" was shaped by themes of conversation, attitude, and relationships:

Conversation – The conversation between the person and others is made to receive new information and exchange personal views. The presentation of information is limited because the person is reluctant to be partially or entirely open with strangers. The information and ideas presented by the parties are simple and non-confidential. They usually are presented as opinions (thoughts) without specific content (arguments).

Attitude – The person feels that he/she should be vigilant when participating in events within society because he/she is skeptical about the trends that develop within these events. Therefore, the person acts and behaves taking personal interests as a priority and to benefit first from that event and then allow others to benefit if they wish.

Relationships – During participating in events within the society, the person manages to create connections with different persons, who will be described as friends, enemies, strangers, etc. These qualities towards the persons participating in the event will arise depending on the dynamics of the event.

The person behaves and acts using personal interest as a starting point for discussions with others – The person participates in societal events to create favorable circumstances to achieve his/her personal goals and objectives. The person is reluctant to participate in events when he/she does not perceive that he/she will receive benefits from that event. The willingness of the person to participate in these events arises after he/she has consciously or unconsciously set his/her life priorities. Setting priorities consciously means when the person possesses a life plan prepared by him/herself, which he/she makes an effort to realise, whereas unconsciously setting priorities means that the person participates in events to understand the priorities that he/she has to set. Therefore, the person acts and behaves within an event to gain new values and harmonize them with existing values to achieve his/her life goals. This does not mean that the person should be destructive towards others while receiving benefits from one event. Therefore, the person aims to benefit from new values arising from event dynamics development.

In the coding process, the category "The person behaves and acts using personal interest as a starting point for discussions with others" was shaped by themes of collaboration, decision-making, feedback, and time management:

Collaboration – The person collaborates with others in an external social event, respecting the interests of each person participating in that event. The interests of the persons in that event differ because each of them possesses different personal values. Therefore, the person participating in the event should benefit from the values of others only insofar as it does not infringe on their right to benefit from him. The interests of others are not violated by respecting their values and their right to act in the form they choose as long as they do not pose a problem for any of the other participants.

Decision-making – The person does not aim to make general decisions within an event of external social experiences because his/her goal is to gain values and not to make decisions. The person will make decisions after accumulating new values only after he/she has managed to perceive the truthfulness of the information obtained from that event. Therefore, in these cases, the decision-making is individual and does not affect other people.

Feedback – In most cases, the person's answers are in the form of opinions and, to some extent, an expression of free thought. During his/her participation in the event of external

social experiences, the person should interact with others by responding to topics raised by others. In contrast, the person expresses reservations about disclosing information that can be considered private. The person also is reluctant to give specific instructions, statements, and other forms of expression to persons who have not built a lasting relationship up to that point.

Time management - The time spent by the person in the event within the external social experiences does not last long compared with the events in the family environment. The person focuses so that the time spent there does not exceed the optimal time to express some opinions and get some information.

Based on the data presented in this section, I concluded that the differences between the events of the aspect external social experiences and other aspects are as follows:

1. Events from the aspect of external social experiences are mysterious in most cases, and those present a higher level of risk to the person in question.

2. The events in terms of external social experiences are different in terms of content and nature of the presentation, which means that the participants are unknown, their ambitions are unidentified, the dynamics of events are fast, and the movement of information within these events is uncontrollable.

3. Participants in these events advance their interests and do not care about the interests of other participants.

4. The information within these events is not confidential, and each participant should make an effort to find methods, mechanisms, and other forms of filtering this information.

5. The environment in which events take place in terms of external social experiences is unstable and challenging for the image of the person.

6. Events in terms of external social experiences take place without the creation of circumstances by a specific person, but these events take place as a result of the normal dynamics of social life.

7. Positive events in this aspect are considered the conclusions drawn as a result of the effort of each participant separately, which means that there is no harmonized conclusion.

5.1.3 Some leadership development elements are contained in the professional experiences of a leadership member

All events that take place within the space of the organisations in which a person has worked so far are considered to be the aspect of professional experiences. The initiators of these events are all members of the organisation and other persons related to the work activity that

this organisation promotes. In this environment, the person should be directly involved, which means that he/she should perform specific tasks determined by his/her position.

Table 20 presents the codes derived from my interview transcripts to understand how a person explains the environment of professional experiences.

Table 20: Codes for professional experiences

Codes	Theme	Category
Employee, Leader, Follower, Manager, Departments, Building, Offices	Organisation	The person must adapt within the existing circumstances of the organisation
Industry, Public organisation, Private organisation	Profile	
Monitored environment, Physical environment	Working Environment	
Discussing work issues with others while respecting hierarchical levels of responsibility, Reports, Emails, Memos, Meetings	Communication	Demonstrates confidence without arrogance while working
Boss–employee, Employee–employee, Costumers, Stakeholders	Relationships	
Professional behaviour, Feels responsible	Attitude	
Highly motivated, Added value, Fulfilling personal obligations, Not interfering with others duties; Self-improvement, and continuous progress	Collaboration	The person behaves and acts according to a systematic structure that regulates and maintains his/her responsibilities and rights within the environment in which the person operates
Challenging situations, Forecasting the challenges,	Decision-making	

(table continues)

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Codes	Theme	Category
Set priorities, Make strategic changes		
Paid occupation, Working experience, Dedication, Working activity, Showing ability, Implementing duties, Fulfill working obligations, Job position	Profession	
Knowledge, Information, Being instructed in the field, Cognitive development, Skills development	Education	

Source: Own work.

The person must adapt within the existing circumstances of the organisation – The person within an organisation is an added value, not the organisation's overall value. The organisation is a summary of the values accumulated since the beginning of its operation. Therefore, the person, after joining as an integral part of the organisation, must accept its existing values, including knowledge, skills possessed by other persons, the overall vision of the organisation, existing regulations of the organisation, and other values, and must be completely in tune with these values to accommodate his/her values. The organisation must function as a whole so that each person can contribute to the strategic development of the organisation. If the person wants to impose his/her values on issues that are not his/her competence, the organisation's functioning is inadequate. Therefore the possibility of failing to achieve its overall objective is evident. Improper accommodation of the person within the organisation can confuse the operation of employees, cause unnecessary crises, deviate from the strategy set by the strategic management, and break down the decision-making hierarchy within the organisation.

In the coding process, the category "The person must adapt within the existing circumstances of the organisation" was shaped by themes of organisation, profile, and working environment:

Organisation – A regular gathering of people who have come together to achieve a specific goal, which the organisation, through its entrepreneurs, has decided from the beginning and strives to achieve.

Profile – The profile of an organisation is defined as a framework which it contains several internal and external factors, which are factors in creating a favorable environment to operate and to determine the form of decision-making within the organisation.

Working Environment – The environment of an organisation is divided into departments, and the experiences of each department are different from each other. The work environment consists of offices and all other tools used by members to achieve the vision and goals of the organisation. Professional events occur in monitored environments to protect conventional information and regulate the activities within the organisation.

Demonstrates confidence without arrogance while working – If the person in a job position has the required values to complete the required jobs, then this person is considered to be competent in carrying out the tasks defined for that position. The person will feel confident in taking responsibility for the tasks he/she or she performs but also may be able to offer ideas about how work can be advanced within that position.

The person will display his/her authenticity in the workplace by offering his/her knowledge and skills without needing assistance from another person. This will create a good flow of work within and between departments. A person with skills that compete with those of his/her colleagues will not use them destructively to harm the other party. The person is committed to respecting the hierarchical line and communicating in an official form with other persons according to this hierarchical line. In comparison, a person who does not possess the necessary values to perform within a position will cause delays in work and deviation from the adequate flow of work.

In the coding process, the category "Demonstrating confidence without arrogance while working" was shaped by themes of communication, relationships, and attitude:

Communication – The person within his/her workplace must communicate formally, respecting the communication forms that remain evidence for subsequent decision-making processes. These forms of communication regulate the use of the individuals competencies by not allowing the person to misinform, which would cause confusion within specific departments of the organisation.

Relationships – The person within the organisation should build his/her connections according to the type of his/her competencies while fully respecting the existing hierarchical line within that organisation. Thus, the person exercises his/her competencies efficiently and, at the same time, fulfill his/her obligations. Therefore, the connection between the person and others must be made respecting the hierarchy and norms of the organisation, and is not the basis of the free will of the person in question.

Attitude – The person feels responsible for the tasks described in documented form and thinks that these tasks should be performed professionally, using his/her knowledge and skills. Thus, the person behaves and acts, asking for the same from the collaborators without

allowing another form of operation. Similarly, the person feels determined and motivated to convert personal knowledge and skills into practical work that will implement the organisation's vision. The person feels that his/her professional qualities are key to the organisation's success. The person feels that he/she needs to strengthen his/her knowledge and skills to be more accomplished in the work that he/she is committed to performing within the organisation. The person needs to create competitive advantages to take on roles in the organisation's performance. The person feels that through professional experiences, he/she realizes his/her dreams and professional vision, further developing the skills to reach a higher stage of professionalism.

The person behaves and acts according to a systematic structure that regulates and maintains his/her responsibilities and rights within the environment in which the person operates – In addition to the obligations directly related to his/her employment contract, the person employed within an organisation has several other obligations that define their right during the operation process. These rights are defined by the laws of the state, the municipality, and the organisation in which the person is employed. The person is not obliged to act beyond the competencies described to him. To exceed the competencies, he/she first must obtain permission from the other person to whom those competencies fall. Therefore, during the decision-making process, if the person does not have management competence, he/she is not allowed to make decisions. Participation in decision-making processes is done only to the extent that allows the tasks described in his/her contract. The person is not required to do more than that for which he/she has the knowledge or skills, but it does not stop him/her or from seeking the development of new values if these pieces of training are related to the range of tasks he/she has to perform within the organisation. These regulations and other official documents also protect the person from any abuse, manipulation, or other injustice that may be done to them that would prevent them from doing so.

In the coding process, the category "The person behaves and acts according to a systematic structure that regulates and maintains his/her responsibilities and rights within the environment in which the person operates" was shaped by themes of collaboration, decision-making, profession, and education:

Collaboration – Professional experiences are developed within persons with specific skills and knowledge to achieve specific tasks. The person offers personal knowledge and skills as a mechanism to advance the organisation's goals and vision. The person acts within the context of issues, focusing on their solution according to specific standards set by the organisation. The person must fulfill all obligations arising from a contractual agreement or other official documents at the time and during the exercise of a function. Similarly, the person must clearly understand the course of his/her work and anticipate any obstacles that may hinder his/her and the organisation's progress. The person should not negatively influence the performance of others, and should inform them if this is unavoidable.

Leadership members should avoid the status quo and be committed to continuous progress by increasing the performance of the work that he/she is committed to performing.

Decision-making – Professional events occur within a challenging context in which problem-solving must always be done to achieve positive results in the service of the vision and goals of the organisation. Decisions are made only by competent employees who manage others, and not by operators (employees who are not responsible for someone's work).

Profession – The profession performs specific tasks for a fee for the knowledge and skills that the person can provide for the organisation. The profession has a title and a series of activities the person must perform.

Education – The process of obtaining information is systematic, especially at a university. Classes are taken at a university to develop cognitive skills and the skills to perform a specific job.

The differences between the events of professional experiences and other aspects are as follows:

1. The events that take place within the environment of an organisation are very dynamic and with high responsibility for the person.

2. The information that circulates during the development of these events is sensitive and has consequences in case of ignorance.

3. Within these events, there is greater egoism to display personal values, thus trying to create competitive advantages over other members of the organisation.

4. A personal mistake within these events carries great weight and will have consequences for the person in question.

5. Positive events within this aspect produce satisfactory results for the organisation and create a good working environment for its members.

6. The conclusions of events that occur at lower levels of discussion are individual and are used to create competitive advantages between members within the organisation. In contrast, the conclusions of events involving the organisation's leadership are common conclusions that will be used to create competitive advantages over other organisations within the same industry.

5.1.4   Some leadership development elements are contained in the educational experiences of a leadership member

Events within the aspect of educational experiences are all those events that take place within educational institutions, such as schools of different levels. The person is involved in these

events directly, with his/her participation, and not through other forms. Therefore, the person engages during discussions within a lesson and other moments within these institutions.

Table 21 present the codes derived from my interview transcripts to understand how a person explains the environment of educational experiences and then how he/she has perceived events within him/herself.

Table 21: Codes for Educational experiences

Codes	Theme	Category
School, University, training, Learning, Organisation of a public character, Learning facility	Institution	An organisation that provides instruction
School facilities, Classrooms, Academic staff offices, Library, Auditorium, Laboratories	Educational environment	
Professional qualification, Apply practically the knowledge, Intellectual growth, Fast-track career, Gaining competitive advantages	Student	
Debates, Lectures, Arguments, Feedback, Listening	Conversation	Testing the individual learning progress
Student–student; Student–teacher; Administration	Relationships	
Learning; Evaluation; High grades	Attitude	
Disciplinary policies and practices, Increase the quality of solutions, Transforming the situations	Collaboration	Developing cognitive abilities and skills
Grades, Certificate, Student	Decision-making	

(table continues)

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Codes	Theme	Category
advancement, Conflict resolution, Violation of the rules		
Variety of courses; Well-organised lectures, experiments, labs, and presentations; Exams; Projects; and Presentations	Curriculum	
Scientific information and innovative ideas	Science	

Source: Own work.

An organisation that provides instruction – The person within an educational institution can receive the necessary instructions related to a specific scientific field, and which he/she or she then can apply in practical life. Within an educational institution, the person will be licensed as proof of his/her competence to perform specific tasks. Within the educational institution, the person will collect scientifically verified information that gives certainty to the results as they are used in practical cases. Therefore, the goal of education is the integral development of a person, so that he/she feels willing to contribute to the society in which he/she lives. Therefore, through education, the person acquires new values, which give the person competitive advantages over others, and then the person will improve his/her well-being. Educational institutions contribute to societies' advancement in identifying and solving various social phenomena. Education develops members of society and makes them more aware of their rights and duties.

In the coding process, the category "An organisation that provides instruction" was shaped by themes of an institution, educational environment, and student:

Institution – An organisation related to the education system, but not only that, and that can be a public or private organisation. All activities within the institution are related to the education of members and their advancement from the intellectual/theoretical point of view and the acquisition of practical skills.

Educational environment – The educational environment consists of two components: the physical, which consists of the object and all other equipment within it; and the intellectual, which consists of debates, exams, and experiments. The educational institution is equipped with all the necessary equipment, space, and laboratories to be used to obtain scientific knowledge.

Student – The student is the person who seeks to be licensed in a specific field by passing all the stages according to the curriculum of that educational institution.

Testing the individual learning progress – The person during the education process has the opportunity to understand his/her progress all the time. Numerous debates with other students and with the professor, experiences, assignments, exams, and presentations are the primary measures of progress that the person marks. The advancement of the person in laying out scientific arguments means that the person is marking the development of his/her cognitive abilities. The education process consists of several levels, and the person can move from one to another only after positive results that he/she can show within the process. Progress is measured by evaluating the following:

1. Engaging the person in debates.

2. Correcting answers to possible questions

3. Receiving high grades.

4. Showing discipline in his/her duties as a student, etc.

It is required that within the educational institution a person must show total commitment to assimilating the instructions that come from the educational process. In the case of non-engagement, the consequences are directly related to the person in question and not to other students or the institution in question.

In the coding process, the category "The individual learning progress" was shaped by themes of conversation, relationships, and attitude:

Conversation – Conversations between the person who is a student will take place within the class in debates with other students and through presentations, but also in writing through exams. Therefore, communication takes place for the advancement of personal information and not necessarily to resolve issues.

Relationships – The person within the educational institution can build connections with other students, professors, caretakers, and administration staff.

Attitude – The person feels that through education, he/she can achieve personal goals quickly from a professional point of view. The person feels independent, aiming to contribute authentically in the field of his/her profession without depending on the directives of others.

Developing cognitive abilities and skills – The person within an educational institution has the opportunity to develop his/her cognitive abilities, receiving information first from a variety of scientific sources. Then, the person can measure using various forms of estimating the percentage of information that he/she has stored in his/her memory, including from discussions, presentations, exams, and various experiences. Then the person has the

opportunity to advance by creating innovative ideas based on logical arguments, dividing these ideas into activities and practical work later. All interaction between administration, professors, and students is done to achieve intellectual advancement so that the person can evaluate a specific issue in practical life through a more complex prism of the evaluator.

In the coding process, the category "Developing cognitive abilities and skills" was shaped by themes of collaboration, decision-making, curriculum, and science:

Collaboration – The institution serves to increase the discipline of its members by creating conditions to build their professional values. The educational institution consists of several classes, which are categorized; elementary and high school are categorized according to the age of the members and their direction (in high school), whereas the university is categorized according to the level of achievement of the individuals and the branch that the members choose to study.

Decision-making – The administration and professors make the decisions at a university. This means that the advancement of students depends on the decisions of professors, and not on the students themselves.

Curriculum – Teaching curricula consist of various interdisciplinary subjects and are prepared by a higher educational institution that will control the performance of each university.

Science – The information used within the institution is scientific. The concept of science means pursuing and applying knowledge according to a methodology based on evidence.

The differences between the events of educational experiences and other aspects are as follows:

1. Events within educational institutions are structured and manageable.

2. Within these events, participants are required to demonstrate a high level of discipline.

3. The information within these events is filtered and very credible because it is considered to be scientific information.

4. The approach of the participants is qualitative, which means that each of them makes an effort to provide the most explicit arguments during the discussion process.

5. The class leader concludes the event, that is to say, the professor, and the students should take the professors evaluation and advance based on that evaluation.

6. Positive events within this aspect are those events that are developed successfully according to the school curricula, and negative aspects are those in which this is not achieved.

5.2 The lived experiences of leadership members and their effect on critical collaborative decision-making incidents

This section presents some critical incidents identified in the respondents' experiences and connects those experiences with their role in a collaborative decision-making process. Two critical incidents are presented for each respondents roles within the operational decisions; some are categorized as negative critical incidents, whereas others are positive critical incidents.

Tables 22 and 23 present two critical incidents identified by two respondents which influenced how they approach defining a specific problem within a collaborative decision-making process.

Table 22: Life-story incident: The feeling of abandonment

Criterion	Data identification
Context explained	The event relates to the relationship between the father, mother, and respondent. The event took place inside the family environment.
Where did the experience happen?	Internal social experience
What was the purpose of that experience?	Management of the situation created by the parents' divorce when the respondent was a child.
Why was the experience critical?	The feeling of abandonment.
What does the content of that experience mean?	Because mother and father were not having a good time together, one day, father left the house without warning. Father moved to another country and did not take responsibility for helping to raise his child, which in this case, was me. I was the only child. All the responsibility rested on my mother, who tried to fill the void left by my father. Father and mother cannot commit to finding a less problematic solution for the family. The decision was made unilaterally (by the father), and the mother disagreed because she thought there might be an opportunity to keep the family and create

(table continues)

Criterion	Data identification
	harmony. The father was a hesitant person and also did not want to take responsibility. Mother then decided that we would continue our lives raising me and not marry again. She sacrificed her whole life for me, while my father was not present until a later time, where then I refused to meet him, finally giving up on considering him/her as my father.
Linkage of particular collaborative decision-making event to the life-story experiences of the leader	This critical incident relates to the respondent's role in defining a problem. This is considered a negative critical incident because it deprives her of solving the problem. When faced with a complex problem, she has difficulty focusing for a long time because she thinks it may be better not to deal with the problem but to deny it and get away from it.
Reflection on the collaborative decision and leaders opinion on what experiences in their past may have shaped their behaviour in the collaborative decision-making incident	Fear: Due to this experience, the respondent had many reservations before, but even now, is reluctant to cooperate with others to commit to defining a specific problem. Insecurity: Respondent act in stress most of the time Doubt: I do not fully believe the efforts of others to sacrifice for the sake of the common objective. Irritation: Become angry at people who run away from their responsibilities in the workplace.

Source: Own work.

Respondent D-1 said that this event happened early in her life. This event has a substantial impact on her feelings and personality. The respondent remembers the event when her father abandoned her and how others reacted. According to the respondent, at first, she could not

understand the reason for the abandonment because she thought it was her fault. Her mother was the person who convinced her that no one was to blame but the person who left. She taught her that things should be followed through to the end and never to break the valuable things to the respondent. The respondent said that she does not know the value of being under the care of her father. Therefore, the respondent from that time did not believe in others except her mother. Respondent D-1 admitted that the lack of care from her father has made her value the opinions of women more than those of men in her workplace and considers that women are more willing to contribute to the common interest within the organisation compared with men:

> Women in the workplace are more willing to fulfill the common interest and they care more about others, compared to men where they are more inclined to show the quality of a leader, by advertising personal values and attacking the values of others. (Respondent D-1, personal communication)

According to the respondent, the impact of this event is that the involvement in discussion with others to achieve an objective makes her feel more secure when working with a woman or individually. She emphasizes that she tries to analyse every argument or action of her colleagues in detail to understand that they are serious about their commitment. This mode of operation creates for the respondent more significant stress during the operation, uncertainty, delay in reaching the objective, etc.

Table 23: Life-story incident: Including all stakeholders in a meeting to define the problem.

Criterion	Data identification
Context explained	The event happened within the working hours of the organisation. The actors participating in the event were the respondent, the municipality's mayor, and citizens. The event took place during a weekly meeting with citizens.
Where did the experience happen?	Professional experience
What was the purpose of that experience?	Assistance to parties that had been economically damaged by the force of nature
Why was the experience critical?	Bankruptcy of farmers and their transition to extreme poverty
What does the content of that experience mean?	During a meeting with the farmers of the municipality, they complained that all their

(table continues)

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Criterion	Data identification
	crops were damaged after a hailstorm. Farmers asked to take all measures for the coming years to avoid their losses in the future. After this request, in cooperation with the mayor, the respondent decided to subsidise the land protection system for all the farmers of the municipality.
Linkage of particular collaborative decision-making event to the life-story experiences of the leader	This critical incident relates to the respondents role in defining a problem. The success achieved in this event has been exceptional because the ability of the municipality to create solutions in most cases is limited. In this case, due to the interaction between the municipality and the farmers, a project was achieved which serves as a miracle in the protection of the crops that they cultivate on their lands. From this story, the respondent has learned during his/her engagement in other decision-making processes that involving all stakeholders in defining a problem is necessary. Otherwise, each project may fail.
Reflection on the collaborative decision and leaders opinion on what experiences in their past may have shaped their behaviour in the collaborative decision-making incident	Empathy: the respondent has learned the feeling of being empathetic towards the problems of others, even if this is not a priority for him/her in the work he/she does.
	Prioritise duties: The respondent has learned that now he/she must prioritise things based on the community's needs and not on a theoretical vision.
	Fear of failure: The respondent fears that he may not identify a problem as a priority of his/her work and cause irreparable consequences.

Source: Own work.

This event happened within the respondents workplace. The villagers of the municipality initiated this event by scheduling a meeting. Initially, the respondent had thought of rejecting the meeting, but after the insistence of the villagers, classifying their request as urgent, the respondent accepted. During the meeting, the problem was identified. The villagers elaborated in detail on the financial losses. They presented the alternative of how they can be protected for the next time. Otherwise, they will go bankrupt because they cannot provide for their crops, and thus the impact will be broader. In this way, the respondent identified the importance of the problem by understanding the losses and the extent of the problem. In this way, the problem was classified as being of primary importance to be addressed. Thus, in coordination with the president of the municipality, appropriate actions were taken to address it. This event taught the respondent how to deal with issues that are not foreseen by him/her with short-term and medium-term work planning.

I identified two other critical incidents; these have influenced how the respondents advocate for ethical and professional decision-making within a collaborative decision-making process.

Table 24: Life-story incident: The experience of being discriminated against

Criterion	Data identification
Context explained	The event took place within the family environment, and the protagonists of the event were the mother, sister, father, and respondent.
Where did the experience happen?	Internal social experience
What was the purpose of that experience?	The discussion concerns living within an entity in which one is privileged while another is discriminated against.
Why was the experience critical?	Discrimination
What does the content of that experience mean?	The respondent discussed with her parents and sister that she should be activated to help the family's well-being. The respondent's sister is the privileged one in the family; therefore, the father and mother readily obey her wishes, not taking into account the needs of other children. The sister does not want to work, but she is supported by the parents. The reason for the support from the parents is that the father thinks they have enough income and the sister does not need to work.

(table continues)

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Criterion	Data identification
	Therefore, she have clarified that she will be careful not to spend badly the money the respondent earn. Because of this discussion, the respondent does not have good relations with her sister because her sister thinks that the respondent is jealous of her way of life. However, the respondent says that she made this discussion because she feels that she is being exploited.
Linkage of particular collaborative decision-making event to the life-story experiences of the leader	This critical incident is related to the role of the respondent qualified as an advocate for ethical and professional decision-making.
Reflection on the collaborative decision and leaders opinion on what experiences in their past may have shaped their behaviour in the collaborative decision-making incident	Aware: The respondent is alarmed when one of her colleagues wants to benefit in a non-standard way during the decision-making process. Aggressive behaviour: The respondent reacts harshly if she is faced with a situation in which one of the leadership members is privileged, or someone else is discriminated against. The respondent describes this situation as unethical. Ask for equality: The respondent demands equality of rights among the members during joint participation in decision-making.

Source: Own work.

Respondent D-18 indicates that the incident took place in the family environment. The respondent still lives with her parents, brothers, and sisters. The respondent is thinking of changing residence, even though this is strange for the culture in which she grew up because it is thought that until the respondent gets married, she should live with her parents and other siblings. The respondent emphasizes that there is no equal treatment from the parents. Parents push the respondent to commit to work and care for the family permanently. The father also does this, and the sister does not work but only spends. She is privileged by having all her wishes fulfilled without being asked to contribute to the family's well-being. Thus, the respondent has a fierce argument with her sister. The sister had complained to her parents,

and they had defended the sister. The parents' reason was that she was younger and should be allowed to act as she was. For the respondent, this argument was illogical. Therefore, she is thinking of becoming independent without the understanding of her parents. Respondent D-18 claims that the inequality between the family members creates values in the person that deprive them of feeling equal among others in the workplace and, at the same time, creates the feeling of inferiority:

> My experience within the family, feeling unequal, has made me feel unequal and inferior in the workplace among my colleagues, because I need to receive more attention from my colleagues, in order to complete myself. and feel valued. (Respondent D-18, personal communication)

The respondent explained that she also reacts while participating in a meeting. The respondent reacts if she sees how some colleagues try to hide behind the success of another colleague without giving their own contributions. Thus, respondent D-18 emphasized that building interpersonal values is too complicated, and operating in such an environment is stressful and prevents being efficient and maximally productive.

Table 25: Life-story incident: Incorrect assessment

Criterion	Data identification
Context explained	The event took place at school. The actors were the respondent and the professors of a committee for evaluation. The reason for the development of this event was the evaluation of the respondent for a specific course. The evaluation was conducted through an oral exam.
Where did the experience happen?	Educational experiences
What was the purpose of that experience?	Measure the knowledge of the respondent
Why was the experience critical?	Incorrect assessment
What does the content of that experience mean?	This critical incident happened as a result of the non-evaluation of the respondent by the professor of the subject. The respondent had asked to be evaluated by a committee and not by the professor of the subject. This right was given to the respondent in question. The way the respondent approached his problem and how the administration approached this problem

(table continues)

Criterion	Data identification
	made the whole process of his evaluation proceed according to the institution's rules. Implementing the regulations is considered ethical and a correct procedure for solving the problem. After ascertaining the commission members, its members gave positive feedback to the respondent.
Linkage of particular collaborative decision-making event to the life-story experiences of the leader	This critical incident is related to the role of the respondent qualified as an advocate for ethical and professional decision-making.
Reflection on the collaborative decision and leaders opinion on what experiences in their past may have shaped their behaviour in the collaborative decision-making incident	Against the figure of authority: The respondent does not hesitate to oppose the evaluation of the superior in a decision-making process if he considers it incorrect. He does not submit to the role of his superior as an authority because he/she is placed in a higher line of the hierarchy in the organisation.
	Collective assessment: The respondent does not consider something to be good if it is evaluated positively or negatively by one person, but he considers it fundamental when several professional persons in the field conduct the evaluation. It is easier to achieve a collective goal because it is directed towards collective things rather than following any individual.

Source: Own work.

The respondent experienced this event when he was part of the university. In one of the subjects, which according to him, was categorized as necessary for the field he was studying, he could not pass because of the professors assessment. The respondent says that he was a student with good grades and was always a well-prepared student. Otherwise, he would not have entered the exams. However, the professor used her advantage of knowledge to reduce his points. Thus, the respondent felt that he should consult the mechanisms of his protection. One mechanism for the final evaluation was to request the formation of a commission to evaluate the matter in question. After the commission's formation, the matter was evaluated,

and the members decided that he deserved the highest grade. As a result, he passed the subject, but the professor did not take responsibility, nor was anyone held accountable for her behaviour. Respondent D-7 emphasizes that the incorrect assessment of a person's work within an organization leads to demotivation, non-productivity, fear, and worthlessness:

> The professor, who has not been realistic in assessing my knowledge, has caused me to feel insecure, demotivated, worthless, when I encounter the same situations in my workplace, so I make maximum efforts to give my contribution and then promote it, so that I feel appreciated for the work I do. (Respondent D-7, personal communication)

The respondent claims that everyone should find ways to affirm their work whenever they feel unappreciated. While participating in decision-making processes, they should always ask for superiors' feedback and compile reports. Now the respondent said that one person had not evaluated the work of another. However, a group of people can be more objective in the evaluation, even though it is relative, and the evaluation still remains somewhat subjective.

Tables 26 and 27 present two other critical incidents that have influenced the process of a decision-making stakeholder within a collaborative decision-making process.

Table 26: Collaborative decision-making incident: Misuse of confidential information

Criterion	Data identification
Context explained	The event took place between friends and strangers during the time spent in one of the city's cafes.
Where did the experience happen?	External social experience
What was the purpose of that experience?	Protecting the privacy and information
Why was the experience critical?	Misuse of information by people who were not permanent friends.
What does the content of that experience mean?	This event has caused enmity among others because of the rumours that the young people have passed on to the other parties who were not present. A piece of sensitive information for a third party was discussed there. Thus, the discussed party understood that the respondent and his friends had talked about him. Thus, due to rumours, the

(table continues)

Criterion	Data identification
	respondent and his friends had lost their friendship with the person they had discussed. The close friends of the respondent unanimously do not prefer to open up to new people, so without hesitation, they all agree that, in the presence of other people, they should use some codes if necessary so that the new people do not understand what they are talking about. The respondent and his friends do this to protect their privacy and information that should remain confidential.
Linkage of particular collaborative decision-making event to the life story-experiences of the leader	This critical incident is related to the role of the respondent qualified as a decision-making stakeholder in a collaborative decision-making process.
Reflection on the collaborative decision and leaders opinion on what experiences in their past may have shaped their behaviour in the collaborative decision-making incident	Protective: The respondent used a rich and specific vocabulary using names of different concepts within a decision-making process so that people who do not know are unable to be part of that decision-making.
	Pre-selection: The respondent applies the method of selection of members rigorously before participating in the selection process.
	Confidentiality: The respondent considers that the topics discussed in the meeting are confidential and that no information should be released outside the meeting.

Source: Own work.

The event that the respondent has shown took place between him and his friends, but with the participation of some other people who were not friends of the respondent. The respondent had spoken with his friends about a piece of information related to another person who was also their friend. The new participants conveyed that information to the person in question, and this is how a misunderstanding was created, which then turned into a problem. This event had an average impact because the person the respondent was discussing with his

friends was close. Respondent D-20 claims that information should be distributed to specifically and not without any kind of criteria because then that information can be misused and sometimes cause damage to the interests of the organisation:

> I classify the information according to the importance respecting the work regulations and direct the information only to those addresses within the organisation, where this information finds application, so I avoid misuse of information and in case of misuse, it is easier to find the cause of the damage. (Respondent D-20, personal communication)

Similarly, this has influenced the respondent to now behave with reservations towards other people, never disclosing information that could damage his relationship with others. Usually, the respondent tries to have such conversations in the presence of the persons discussed. Within a collaborative decision-making process, the respondent tries to make criticisms, evaluate, and praise a colleagues work in his presence. The respondent now requests that all the people related to the matter discussed be present in the decision-making process.

Table 27: Life-story incident: Not interfering in duties for which the person is not responsible and in which they are not competent

Criterion	Data identification
Context explained	The event occurred within the work environment between the respondent and his leader. The event was initiated at the request of the respondent.
Where did the experience happen?	Professional experience
What was the purpose of that experience?	They are communicating the violation of the regulation through the official form.
Why was the experience critical?	Prohibition of the colleague from interfering in work described as the respondents responsibility.
What does the content of that experience mean?	The respondent has found a way to address this problem, respecting the decision-making hierarchy. The decision to communicate with the respondents colleague about his violation, interfering with work that is not his responsibility, and requesting that this not be repeated, was taken after the respondent clarified the issue

(table continues)

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(continued)

Criterion	Data identification
	to his superior. Then, according to the regulation, the superior acted. In this case, the respondent was the person who made it clear that his colleague did not act according to the work regulations, and thus the problem was addressed to their chief.
Linkage of particular collaborative decision-making event to the life-story experiences of the leader	This critical incident is related to the role of the respondent qualified as a decision-making stakeholder in a collaborative decision-making process.
Reflection on the collaborative decision and leaders opinion on what experiences in their past may have shaped their behaviour in the collaborative decision-making incident	Competence: The respondent evaluates his participation in a decision-making process based on his competencies within the organisation, as well as the competencies of others, regarding the issue to be discussed. The respondent estimates that participation in a decision-making process, which does not fall within the scope of the competencies it represents, can be destructive to the organisation.
	Expansion of knowledge: Respondent asks that a person must be part of the problem if he/she has extensive knowledge of the field that affects the solution of the problem, and his/her or her commitment must be based on the tasks that have been determined for his/her position.

Source: Own work.

The respondent indicates that this event took place within his workplace. His colleague, in order to discredit the respondent, interfered in the work that was the respondent's competency. The respondent's colleague tried to divide the respondent's decisions and make the respondent's subordinates sabotage the respondents work. Thus, the respondent could not bring the situation under control. The respondent decided to address the matter at a higher level to find a solution. Therefore, the issue was solved, and from that moment, the respondent's authority was not questioned. The person who solved this problem was the municipality's mayor, who had met with both parties and clarified the competencies of each

one. Then he/she stated that measures would be taken under the work regulations for any other exceedance of competencies. The respondent does not have a perfect relationship with the colleague, but his/her behaviour has improved concerning the problem. Respondent D-6 claims that interfering in other people's work which is not ones responsibility causes annoyance and conflict situations among colleagues

> At the moment when I saw that my colleague was interfering in the work, which was my responsibility, I felt attacked and worried, but I also exchanged unethical words, because I felt used by my colleague. (Respondent D-6, personal communication)

This quote indicates that the respondent experienced trauma from the unethical interference of his colleague in his work, and his reaction was unethical too. This colleagues intervention was an unprofessional move and caused a violation of the rules, which then caused harm to his colleagues. If these problems are not addressed in the right place to find solutions, the long-term consequences will be negative.

Tables 28 and 29 present two other critical incidents; these have influenced the way in which complex decisions are made within a collaborative decision-making process.

Table 28: Life-story incident: Lack of freedom to choose the path of the future

Criterion	Data identification
Context explained	The event took place within the respondent's family environment. The discussion was about the respondents education.
Where did the experience happen?	Internal social experience
What was the purpose of that experience?	The role of the parent in the future of the respondent
Why was the experience critical?	Lack of freedom to choose the path of the future
What does the content of that experience mean?	The parents made the decision. They had evaluated what was in the respondents best interest, not allowing the respondent to choose because, according to his parents, he could make a mistake. Parents in the family are the people who decide. After they decide, the young people of the house

(table continues)

Criterion	Data identification
	cannot change the decision but only obey them and, with discipline, realise that decision. If one opposes the parents, one can be considered a rebel who behaves against the family's interests.
Linkage of particular collaborative decision-making event to the life-story experiences of the leader	This critical incident is related to the respondents role in making complex decisions in a collaborative decision-making process.
Reflection on the collaborative decision and leaders opinion on what experiences in their past may have shaped their behaviour in the collaborative decision-making incident:	Ask for authenticity: This critical incident has pushed me always to give my subordinates enough space to be authentic in decision-making processes. I always consider their alternatives seriously.
	Lack of motivation: My parents' decision to choose my faculty has made me not motivated, focused, and want to give my best. If I am not motivated, I will not be able to make decisions effectively and build a platform for solving issues. Now I cannot accept work positions where I cannot give my contribution helpfully because decisions are complex forms that require implementation. In some decision-making processes, respondents feel demotivated.

Source: Own work.

The respondent's meaningful event represents a delicate moment in his life on which her future depends. The decision was not taken by the respondent herself but by his parents. The parents argued that due to her lack of experience, they should make all complex decisions for the respondent. This event happened when the respondent was 17 years old. The respondent desired to take a course in natural sciences, and her parents directed her towards social studies. They wanted her to become a teacher. Due to the respondents lack of courage, she was convinced, but now she regrets it. She considers that now she does not give even 50% of her potential because her professional field is not built based on her values, such as what she believes or envisions:

I didn't feel happy about the direction I took, but I continued in a way to respect my parents' wishes and their reasoning, which was that I could have more financial benefits in this field where I am than in those field where I wanted to be. (Respondent D-8, personal communication)

The respondent indicates that now she has leadership responsibility and does not use authority to impose something on her subordinates. However, she further recommends freedom, giving directives but encouraging subordinates to find their way to implement these tasks. Similarly, the respondent is very careful when delegating tasks during the decision-making process. She does not engage one of her subordinates in a specific job if she is convinced that the subordinate's motivation may fail due to their dissatisfaction to engage in that job.

Table 29: Life-story incident: Transformation of a situation through a decision and the evaluation of its consequences

Criterion	Data identification
Context explained	The event took place within the respondent's workplace. The protagonist actors in this event are the respondent's colleagues. The organisation in which the respondent operates is a public institution.
Where did the experience happen?	Professional experiences
What was the purpose of that experience?	Audit of the existing state of the quality of healthcare services
Why was the experience critical?	The demand for transformation and the lack of means to realise it.
What does the content of that experience mean?	At the beginning of the position, the respondent encountered many irregularities within the department. Because his role was political, the respondent had much ignorance initially. Therefore, the respondent decided to conduct a professional audit of the situation and then meet with the experts to learn about the situation. During this meeting, there were fundamental discussions, and it was concluded that the program in theoretical form, which the

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Criterion	Data identification
	respondent had written with other members of his political party, was completely worthless. The reason the experts found was that the department's budget was insufficient compared with the departments need for change. All the subordinates of the respondent were gathered to discuss the issue, and at the end, they received instructions to help audit the quality of services.
Linkage of particular collaborative decision-making event to the life-story experiences of the leader	This critical incident is related to the respondents role in making complex decisions in a collaborative decision-making process.
Reflection on the collaborative decision and leaders opinion on what experiences in their past may have shaped their behaviour in the collaborative decision-making incident	Coordination: The respondent indicates that now, before making decisions I always consult with others who are experts in the field

Strategy: The respondent concludes from this experience that now he always commits to building strategies in an authentic form, based on data from the reality of a specific situation, and then building a plan based on those data. |

Source: Own work.

The event that the respondent has shown does not mean that the respondent, after starting to work in his position, aimed to transform the situation in the health system within the municipality. After his request to audit the situation within his department, a meeting with experts in the field was arranged. From this event, the respondent realised that the financial means dedicated to this department are insufficient to change the situation. The possibility of this change is almost impossible, according to the program he had prepared before taking the position. Respondent D-19 indicates that it is impossible to make transformations if there are not sufficient resources, including a compiled strategy and financial and other resources within the organisation:

Before I was elected to the current position, I compiled a plan to make the changes, which I promised to my electorate, but after I won and started working, I realised that the reality within the organization does not support the directives in my plan. (Respondent D-19, personal communication)

From this event, the respondent has understood that changes cannot be planned if there is not enough information about the existing situation and for evaluating the possibilities. From this event, the respondent has learned that a complex decision is made at a specific time when the data on the situation are accessible and the financial possibilities for implementing strategic decisions are available.

Tables 30 and 31 present two other critical incidents; these critical incidents have influenced the way of being a final decision approver within a collaborative decision-making process.

Table 30: Life-story incident: Reluctance to take responsibility

Criterion	Data identification
Context explained	The event took place within the respondent's family environment. The actors of the event are members of the respondent's family.
Where did the experience happen?	Internal social experience
What was the purpose of that experience?	Family expenses should not exceed 90% of income.
Why was the experience critical?	Reluctance to take responsibility
What does the content of that experience mean?	The respondent's family members had decided that the family's finances would be managed by the father. The father had established some rules for better financial management. One day, the management of the family's finances was in risk because they had entered into unnecessary debts, which, according to the father, were due to some unnecessary expenses. Some members believe they should look at increasing the family's income because the expenses are ordinary. However, some said that it was possible to control expenses. Thus, a decision was made to share 10% of the funds, paying

(table continues)

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Criterion	Data identification
	off the debt, and reduce expenses.
Linkage of particular collaborative decision-making event to the life-story experiences of the leader	This critical incident is related to the respondents role as a final decision approver in a collaborative decision-making process.
Reflection on the collaborative decision and leaders opinion on what experiences in their past may have shaped their behaviour in the collaborative decision-making incident	Self-discipline: This event and the dynamics behind it have helped the respondent create discipline, including his ability to manage personal actions by sacrificing small things to achieve significant objectives. Now, the respondent always, after taking the decision, builds a list specifying how he should behave to achieve the objective.
	Self-awareness: The awareness of the respondent to distinguish harmful decisions from good decisions.
	Self-regulation: The respondent tries to behave in proportion to the possibilities.

Source: Own work.

This event told by the respondent shows that at one point, due to the uncontrolled expenses of the family members, the father initiated a discussion in which he requested that 10% of the total amount be allocated from the general income for use in case of need. Due to their modest income, at first the respondent reacted negatively, but with the father's insistence, a decision was made to practice for a while. Respondent D-5 claims that making key decisions by one person can be helpful:

> My father has aimed for the well-being of the family to rise and he has called for us, the other members of the family, to be more careful with finances, not making abuses, because all the members of the family will feel the consequences. (Respondent D-5, personal communication)

What the respondent has gained is awareness of expenses and increased personal discipline. From this, the respondent understood the costs that could be avoided. Therefore, when the respondent engages in a decision-making process, he tries to record the expenses necessary

to realize a specific decision. This helps the respondent to be accurate during its implementation.

Table 31: Life-story incident: Reluctance to take responsibility

Criterion	Data identification
Context explained	This event took place within the respondent's work environment. The actors of the event are the respondent's work colleagues.
Where did the experience happen?	Professional experience
What was the purpose of that experience?	A person will be held responsible for their success and failure of all duties that are their responsibility.
Why was the experience critical?	Delegation of responsibility
What does the content of that experience mean?	Due to the Covid-19 pandemic, the municipality's mayor formed a commission to manage the pandemic and implement directives from the Ministry of Health. The commission members were all directors of different departments of the municipality, including the respondent. The president of the municipality delegated the tasks to each committee member. Due to the lack of clarity on the directives issued by the Ministry of Health, there were difficulties in their implementation by the commission. One of the cases involved the restriction of free movement, which was difficult to implement fully. Therefore, we, as a commission, had to sometimes come up with the approval of some quick decisions, making it possible to implement these received directives. However, in case of failure, the responsibility falling on the commission members was heavy.
Linkage of particular collaborative	This critical incident is related to the respondents role as a final decision

(table continues)

Criterion	Data identification
decision-making event to the life-story experiences of the leader	approver in a collaborative decision-making process.
Reflection on the collaborative decision and leaders opinion on what experiences in their past may have shaped their behaviour in the collaborative decision-making incident	Insecure: Every time the respondent faces unclear tasks, it is difficult for him to operate authentically. Personal potential: The respondent tries to avoid tasks that exceed his intellectual and professional potential.

Source: Own work.

Based on this experience, the respondent shows that it is difficult to act if, in emergency cases, there are no clear directives from a higher decision-making body. This way of acting can cause new irreparable problems and sometimes has extreme consequences:

> I have felt afraid to make autonomous decisions because one of my actions could cause victims and thus the blame would fall on me. (Respondent D-20, personal communication)

This event told by the respondent means that sometimes some decisions must be taken and approved which are not entirely well thought out but are necessary to respond to a specific situation. However, in these cases, the respondent and the other members should take responsibility. Therefore, the approval of a decision through an event means taking responsibility for its success.

Tables 32 and 33 present two other critical incidents which have influenced the way in which a person is a final decision implementer within a collaborative decision-making process. Table 32 emphasizes the reluctance to take responsibility.

Table 32: Life-story incident: Reluctance to take responsibility

Criterion	Data identification
Context explained	This event took place within the working environment in which the respondent operated. The actors of this event are the respondents colleagues.
Where did the experience happen?	Professional experiences

(table continues)

Criterion	Data identification
What was the purpose of that experience?	Implementation of a task within a specified period.
Why was the experience critical?	Lack of knowledge to implement a task.
What does the content of that experience mean?	This experience of the respondent shows that even after making and approving a decision, skills and knowledge are required to implement a task in a usable form. The respondent encountered a colleague who failed to implement a task at the set time. Thus the implementation of the task was at risk because its non-implementation was due to the lack of adequate skills to implement it. During the discussion with his colleague, he told him that he had never undergone any training to prepare him for the challenges. The respondent's colleague complained that he did not have the proper resources to implement the task. After the respondent asked him how he was placed in that position, his colleague said that he entered it because the duties of that position were limited then, and now they are more extensive.
Linkage of particular collaborative decision-making event to the life-story experiences of the leader	This critical incident is related to the respondents role as a final decision implementer in a collaborative decision-making process.
Reflection on the collaborative decision and leaders opinion on what experiences in their past may have shaped their behaviour in the collaborative decision-making incident	Training: The respondent organises various training for his/her colleagues so that they can face the challenges successfully. Advice: The respondent suggests that if colleague have difficulty with the implementation of a task, respondent call and help him

Source: Own work.

Respondent D-12 indicates that the lack of personal skills is the cause of the failure of projects, even if the person has been good at building the strategy. Therefore, the lack of skills to transform a theoretical idea into practical work causes the failure of the whole project:

> My colleague has been in a difficult situation because the performance measurement for his work has been classified as negative, even though he has been a good planner, but due to the lack of staff to transform the idea into practice, it has caused failure of the whole project. (respondent D-12, personal communication)

The event to which the respondent points is related to the inability of his subordinates to complete the work within a specific time limit. After delays in performing the delegated tasks, the respondent calls his subordinates to a meeting to ask about why the tasks were not performed. From that meeting, the respondent understood that one of the subordinates had not performed the task because he was afraid that he could commit a legal violation with his actions. This means that the subordinate's lack of communication skills with the legal office staff and personal knowledge about his rights to act without violating the laws influenced the subordinate to try to avoid performing the task. After this, the respondent evaluated his staff, creating the possibility of repositioning the staff in positions that the subordinates are more competent to conduct.

Table 33: Life-story incident: Reluctance to take responsibility

Criterion	Data identification
Context explained	The event took place within the family environment, and the events actors are the family members.
Where did the experience happen?	Internal social experiences
What was the purpose of that experience?	Implementation of tasks according to the role that the family member has within the family.
Why was the experience critical?	Carrying out tasks that were difficult for me as a child.
What does the content of that experience mean?	Since I was born into a patriarchal family, I was used to decisions and all the difficult work my father or brothers did. As a girl, I was not allowed to do work that was considered the work of the male world.

(table continues)

Criterion	Data identification
	After I got married, my husband grew up in a more liberal family. Thus, my freedom was more significant, but in a way that it was something positive. It was too much responsibility for me because I was used to doing specific tasks and not being part of the general tasks. Therefore, I argued with my husband about who was right. I defended how I was taught, while my husband supported how he was taught to operate. Therefore, in the end, we realised that we both had to act as we felt and get involved when we thought we could be effective.
Linkage of particular collaborative decision-making event to the life-story experiences of the leader	This critical incident is related to the respondent's role as a final decision implementer in a collaborative decision-making process.
Reflection on the collaborative decision and leaders opinion on what experiences in their past may have shaped their behaviour in the collaborative decision-making incident	Adjustment: This event has influenced the respondent to engage in those jobs within a decision-making process in which she feels confident in carrying out the work, and she is unable to function when the work dynamics create additional stress for her.
	Authenticity: A person cannot function efficiently when the time set to implement the tasks is short and the task does not correspond to his/her values

Source: Own work.

Due to other events in her family, the respondent talked with her husband, debating her refusal to perform tasks that she considers to be male work. The respondent in this discussion tried to convince her husband that there should be a division in the implementation of tasks. Her husband was not in agreement because he considered that due to their significant commitments, all the work should be done by someone who had time to do it at the given moment. From this event, we understand that the respondent does not engage in specific tasks.

Respondent D-12 indicates that women are harmed by social traditions and thus the contribution of women is limited:

> My parents didn't believe in my ability to do the jobs that I thought I could do, so I was taught not to be part of the jobs that my father considered to be men's jobs. (Respondent D-12, personal communication)

The respondent here shows that there is discrimination against women and that the male world does not have the authority to determine which tasks a woman can or cannot perform. Based on this, it is considered that each individual must choose whether to be involved in specific tasks. Otherwise, the personal values of women will be manipulated.

5.3 The linkage between the experienced life story and a person's role and behaviour in a collaborative decision-making process

Based on the data I gathered from my empirical studies, through the use of semi-structured interviews with 36 directors from seven regional municipalities in Kosovo, I have come to understand that the roles and behaviour of participants within a collaborative decision-making process develop as a consequence of their information accumulated throughout their lives. This information stems from various personal experiences that a person has experienced within the family, profession, education, and social environment. Respondents who were participants in my empirical studies, i.e., the directors of the departments of seven regional municipalities, revealed six categories of personal actions in a collaborative decision-making process:

o defining the context of a problem in a decision-making process;

o advocate for an ethical and professional decision-making process;

o decision-making stakeholder;

o making complex decisions;

o final decision approver; and

o final decision implementer.

The personal stories told by the respondents are events that the respondents have been part of and that have directly or indirectly been part of the dynamics of that event. Personal experiences are developed within different life contexts, which may have similarities and differences. Based on empirical data, respondents' life stories vary widely when developed within different settings. Life stories experienced in school differ from life stories developed at work, at home, or in society.

However, the life stories that take place within a particular environment, even though they occur at different times and have different authors, also have similarities; for example, the life events that take place in school eventually can be remembered and explained as a combination of stories that produces an essential meaning for the respondent, because perceptions from the single specific experiences within a given environment converge.

Respondents chose to elaborate on specific events which have evoked strong negative or positive emotions and which have had an effect on their values, and which they now emphasise as appearing in their role and behaviour in the collaborative decision-making process. According to the respondents, these events are critical moments in their lives because now they cannot ignore their effects. Each respondent selected an event from every aspect of their life story, including the environment of family, school, job, and social environment.

Each event elaborated explicitly how the person has been influenced positively or negatively. Respondents assessed that the positive events are a mechanism for their motivation, and then have a positive effect on other people around them. However, adverse events, according to respondents, are harmful because they influence their values and place restrictions on their actions and behaviour, which then negatively influence other persons with whom the person is surrounded.

5.3.1 Defining the context of a problem in a decision-making process

After reviewing the transcripts of interviews conducted with directors from the seven regional municipalities of Kosovo, I distinguished six actions that define their role and behaviour within a collaborative decision-making process. One of these actions is defining the context of the problem that is a subject for discussion among leadership members. Respondents elaborated on their stories within the family, school, society, and the work environment, relating those moments that have had a strong emotional impact on them and that have built their values to deal with defining the problem in question. This avoids the wrong approach to the problem, the feeling of insecurity, and the feeling of being guilty of eventual failure. It provides the person with the right approach and motivation to continue solving the problem and transforming the situation.

Understanding the context of the problem involves describing the environment in which the problem took place and deciphering the unknown. Defining the context of the problem is one of the respondents roles within a collaborative decision-making process in organization. The respondents used their roles to define the context of the problem to handle critical incidents related to the premise of the problem, place of occurrence, collection of information, and use of precedents. Thus, their experiences have resulted in building the respondents' personal values to be ready to define the context of a problem in a decision-making process.

Table 34: Define the context of the problem

Quote	Life-story aspect	Theme	Category
"I missed exams whenever I was not well prepared." (Respondent D-2, personal communication)	EE	The premise of the problem	Defining the context of problem
"I felt inferior when I did not win the debates in class." (Respondent D-32, personal communication)			
"I debated fiercely with some professors because they played the role of superior." (Respondent D-22, personal communication)			
"I did not show success in some subjects because I was not motivated and I did not like the content." (Respondent D-17, personal communication)			
"Things that are considered taboo within our society are inherited culture." (Respondent D-10, personal communication)	ESE	Place of occurrence	
"During my visits abroad, I have often felt in difficulty because I have encountered completely new rules where I was not accustomed." (Respondent D-14, personal communication)			
"I was discriminated against because I was a foreigner in that country." (Respondent D-26, personal communication)			
"I avoid communicating with people I do not know well because in my city it			

(table continues)

Quote	Life-story aspect	Theme	Category
is considered a weakness to communicate openly with others." (Respondent D-21, personal communication)			
"I discussed my problems with my parents because I had faith without thinking too much that their advice was accurate, caring, friendly, and constructive." (Respondent D-15, personal communication)	ISE	Collection of information	
"During the discussion with my mother and father, because of my trust in the information they bring to the discussion, I begin to relate the information they present to the information I have. So together we have a narrative that explains how the problem unfolded" (Respondent D-36, personal communication)			
"My father used different stories to tell me how to perceive a difficulty I encountered. His advice was very practical." (Respondent D-2, personal communication)			
"I did not have a good relationship with my sister because from the discussions with her I realized that we were two different worlds." (Respondent D-16, personal communication)			
"At the moment when I had no knowledge of how to perform a task, then I immediately studied a case from the archive of the work of a colleague	PE	Use of precedents	

Quote	Life-story aspect	Theme	Category
who was in that position before me." (Respondent D-6, personal communication)			
"To carry out my work I always followed the protocol." (Respondent D-27, personal communication)			
"I have understood complex tasks by consulting colleagues who have knowledge of the issue from their own experiences." (Respondent D-20, personal communication)			
"When I encounter a problem at work, I have started consulting various texts online." (Respondent D-7, personal communication)			

Source: Own work.

Defining the context of the problem – Defining the context of the problem means understanding the structure of the problem by recognizing its inhibition and then understanding its components and the consequences that arise from the presence of the problem or the failure to solve it. The problem is not a phenomenon without structure, and therefore it is not abstract. The problem is a structure that belongs to real life and determines the flow of things, plans, activities, etc. I present four themes identified from the transcripts of the interviews I conducted. I explain how the codes presented in Table 34 determine how the leadership member will define the structure of a problem.

In the coding process, the category "Defining the context of the problem" was shaped by themes of the premise of the problem, place of occurrence, collection of information, and use of precedents.

The premise of the problem – This means that for every problem, discussion, or topic there is a cause. To understand the nature of the problem, we must understand its origin. Critical incidents identified from respondents' stories in school have shown that lecturers always, when discussing specific topics with their students, begin to present a narrative of the topic emphasizing the origin of the topic or problem to create a logical understanding of the nature of the problem. Some respondents, through telling their stories, have specified some negative critical incidents in which the lecturer did not present the origin of a problem or topic during

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their lectures. Thus the respondent felt vague, not productive in the discussion, that the argumentation was out of context, and has shown low performance in a discussion. In contrast, in positive critical incidents, when the lecturers presented the origin of the problem or topic, all participants in the discussion were focused, productive, and confident during the development of the topic. Therefore, as an initial step in addressing the context of a problem or topic, respondents have discovered the origin of the problem or topic in order to be effective and motivated in their engagement within the decision-making process.

One of the codes I identified is "I missed exams whenever I was not well prepared" (Respondent D-2, personal communication). This code is part of the premise of the problem, identified as a category, in which both together are integral parts of the theme "Defining the context of the problem". The meaning of the code is that the respondent did not manage to pass the exams during the period when he/she was a student because he/she was not sufficiently prepared to meet the criteria for evaluation by the professor in question. The objective was not achieved because the activities undertaken by the respondent to pass the exam were deficient. The source of the problem has been identified as the lack of adequate study or because the respondent did not devote sufficient time to the exam material to obtain the information. From this, I concluded that the respondent, when confronted with a problem and he/she wants to understand the source of that problem, should analyse his/her activities or those of the staff of the department in which the problem arose. An error in the work methodology to achieve an objective can lead to a situation in which the objective is not achieved, which creates an obstacle that is considered a problem.

The second code is "I felt inferior when I did not win the debates in class" (Respondent D-32, personal communication). Feeling inferior means that the person feels he/she has not been sufficiently prepared compared with others to achieve the set goal. The person has been focused on the final result without taking care that the steps that lead to the main objective are treated with care and seriousness. The arguments provided by the respondent were not presented in chronological and accurate form. This sent the respondent into an argument with manipulative tendencies because his/her goal was to emerge victorious from a debate on a specific issue and not to serve for the transparency of the problem. This demonstrates a high dose of egocentrism and, at the same time, a tendency to achieve a personal goal. From this, I conclude that a leadership member in an interactive decision-making process should not look at the definition of a problem in the form of one-sidedness. Instead, he/she should contribute, offering his/her arguments, but also accepting the arguments of others without any prejudice about how they will be evaluated by others in the end as long as it serves to achieve the overall objective.

The third code is "I debated fiercely with some professors because they played the role of superior" (Respondent D-22, personal communication). This means that the respondent selects the type of debate for a specific issue, focusing not on the issue, but on the person with whom respondent is debating by attacking other person in order to not disqualify the respondent from being a person with specific values, which makes him competent to

contribute to the debate. Thus, the respondent is not engaged in arguing on the issue but is interested in identifying him/herself as a unique person, without whom there is no quality debate. Therefore he concludes that to define a problem within a collaborative decision-making process, the debate will be diverted if a leadership member acts in this way. There will be no understanding of the nature of the problem. However, there will be an attempt to demonstrate competitiveness to others even if those competencies are not related directly to the issue under discussion.

The fourth code, and the final one within the category "The premise of the problem" is "I did not show success in some subjects because I was not motivated and I did not like the content" (Respondent D-17, personal communication). This means that the respondent is unwilling to spend time on a specific subject because its content does not arouse motivation to study. Thus, the lack of desire to study leads him/her to obtain poor results. Therefore, from this I conclude that if a leadership member does not feel good while participating in an interactive decision-making process to define a particular problem, he/she is not willing to spend time focusing intensely on the meaning of the nature of the problem. he/she will be a passive participant rather than a contributor, which will be an obstacle for others.

Place of occurrence – Place of occurrence means that the exact location of the problem has been determined. Place of occurrence is important because within an organisation there are many departments, and each of these departments has its specifics that distinguish it from other departments. Critical incidents identified from respondents' stories have shown that each location has its particular complexity. Respondents have identified some negative critical incidents related to the discussions with a diversity of persons about an issue. However, the location of the problem or topic they are discussing has not been identified. Thus, the respondents did not feel productive, and the problem was not entirely understood. There were prejudices about the veracity of the issue, and they felt manipulated and involved in a discussion or problem that did not belong to them, etc. Through positive critical incidents related to identifying the location where the problem first appeared, respondents reported that they felt focused on issues more clearly with the tendencies of others regarding their contribution to defining the problem, did not feel prejudiced, and that the problem was not a conspiracy.

Therefore, when participating in a collaborative decision-making process, respondents have made efforts to initially understand the scene of the problem, seeking specificity of the incident and obtaining key information from their colleague, who is responsible and has executive power within the space in which the problem has emerged. Then, everyone else in the meeting assessed their ability to contribute according to their responsibilities and their professional opportunities for the problem in question. If the location of the problem was been disclosed, respondents stated that they have felt powerless to contribute authentically within that decision-making process.

The first code of the category "Place of occurrence" is "Things that are considered taboo within our society are inherited culture" (Respondent D-10, personal communication). The respondent classifies some problems as expected because they are an integral part of society's general culture. If all people in some form accept something wrong, they do so to escape the prejudices of others. Therefore, I conclude that this action of this respondent in an interactive decision-making process prevents him/her from breaking the routine if a problem has been present in the organisation for a while and everyone acts wrongly even though it is considered wrong. Thus, a leadership member cannot transform situations because he/she will encounter rejection from others during its implementation. Therefore, the problem is defined as a flaw accepted within a specific space because it is considered to be an integral part of their culture, even though it is considered wrong.

The second code is "During my visits abroad, I have often felt in difficulty because I have encountered completely new rules where I was not accustomed" (Respondent D-14, personal communication). This means that the respondent, during his/her visits, has made an effort to respect the rules of that country. Thus, I conclude that this form of behaviour of the respondent has directly affected the quality of defining the problem in a collaborative decision-making process because each problem is characterized by violations of certain norms that are valid within a specific space of occurrence in which the problem is present. Thus, the respondent assesses a significant dimension for the definition of the problem because, usually, the problems arise from non-compliance with the rules. Such an assessment can reveal where the problem occurs.

The third code is "I was discriminated against because I was a foreigner in that country". This means that due to not being part of the society of a specific country, the respondent feels discriminated against (Respondent D-26, personal communication). Thus I conclude that the respondent, if involved in an interactive decision-making process to define a problem and the place of occurrence of the problem, is not within his/her department. However, he/she is called to contribute because of his/her knowledge and skills to help define the problem. he/she cannot contribute authentically because he/she feels it is not welcome to do so among the people responsible for the department in which the problem has emerged.

The fourth code is "I avoid communicating with people I do not know well because in my city it is considered a weakness to communicate openly with others" (Respondent D-21, personal communication). It means that the person behaves based on some traditions of the society in which he/she lives. The respondent will feel isolated and not free to contribute because he/she is worried about his/her image in the future due to some prejudices. This also happens because the level of reaction of other persons within the society is egocentric. Thus, I conclude that when the respondent is involved in a collaborative decision-making process, and the participants are persons whom the respondent does not know, he/she expresses reservations. The lack of information flow does not lead to the definition of the problem, but instead makes it even more complex because there is no willingness on the part of the current participants to solve it.

Collection of information – This means the identification of all participants in the meeting, and which information is related specifically to the breakdown of the problem in question. Gathering information shapes the problems content and sets the discussion's contours. The collection of information is completed when the participants in the meeting fully understand the problem. Critical incidents identified from respondents' stories have shown that gathering information to define a particular problem implies the person's understanding of the structure of the problem. Respondents have identified some negative critical incidents related to the lack of information when they have been involved in defining a problem. Lack of information creates confusion in the knowledge of the problem, misunderstanding of the structure of the problem, and wrong approaches to defining the problem. In comparison, positive critical incidents showed that when the person had gathered ample information to define a specific topic and problem, he/she felt ready and confident to offer his/her contribution in defining or shaping the structure of that problem.

The first code in the category "Collection of information" is "I discussed my problems with my parents because I had faith without thinking too much that their advice was accurate, caring, friendly, and constructive" (Respondent D-15, personal communication). This means that the respondent trusts the people close to him, and after forming this trust, he/she accepts without any doubt that disclosing information will not harm his/her interests. Therefore, here the respondent is showing that even if the problem is caused by one member of the family, due to good faith, the data will not be manipulated by the person in question, but all will try to resolve the issue together. Thus, I conclude that the respondent, at the time of his/her participation in a collaborative decision-making process to define a particular problem, requires that the participants be trusted people and that he/she has appropriately communicated with them over time. In contrast, if the respondent meets people he/she does not trust, he/she usually tries to communicate with those he/she trusts through informal meetings. This form of information disclosure reduces the person's responsibility and allows the information to be reconstructed and presented later, even in its unrealistic form to others.

The second code is "During the discussion with my mother and father, because of my trust in the information they bring to the discussion, I begin to relate the information they present to the information I have. So together we have a narrative that explains how the problem unfolded" (Respondent D-36, personal communication). Based on this code, the respondent shows that his/her trust in his/her parents makes him/her not hesitate to accept the information that they present. The respondent begins to present that type of information related to the information presented by the parents. Thus, if the respondent participates in an interactive decision-making process to gather information from the participants to define the problem, he/she will look for meeting participants who are trustworthy persons and track the problem investigation. he/she constructs it, linking the information of these trusted people to his/her authentic information.

The third code is "My father used different stories to tell me how to perceive a difficulty I encountered. His advice was very practical" (Respondent D-2, personal communication).

The respondent tells the stories in the past, which another person, who in this case is his/her father, presents to bring information about the situation that the respondent is facing. The information presented in his/her father's stories is a way to relate his/her current situation to similar situations in the past. This can be described as the process of brainstorming, in which vital information is presented. The respondent has the opportunity to listen and then classify which information to select and use to analyse his/her current situation. Thus, this event helps the respondent when he/she is participating in an interactive decision-making process to define a problem, request a large amount of information from the attendees, listen, and then classify. Therefore, the participants' stories are essential to outline the problem in question.

The fourth code is "I did not have a good relationship with my sister because from the discussions with her I realized that we were two different worlds" (Respondent D-16, personal communication). The respondent states that the information presented by her sister is structured according to her worldview. The information is not presented in its original form but is adapted to the desire and interest of her sister. Therefore, the information is not credible and, at the same time, creates a destructive atmosphere for further discussion. Thus, based on this event, the respondent, after being involved in an interactive decision-making process to define a specific problem, requests that the information brought by others not be modified according to personal worldviews but presented in its original form. The respondent is irritated, and this way of communicating information will be an obstacle to entering other stages of resolving the issue.

Use of precedents – This means using similar events with the same or approximately the same topic or problem that have occurred in the past and that serve to define the context of another topic or problem. The elements of the combination of these two events serve to elaborate on the last topic. Critical incidents identified from respondents' stories have shown that using precedents when discussing another event creates stability, security, and a faster pace towards defining the context of a problem. Respondents have identified some negative critical incidents which show that in the absence of precedents, or if precedents are invented and not real events, then mysterious circumstances are created in which the definition of the context of the problem is distorted, and the person is unable to escape the vicious circle of discussions that do not achieve a concrete result. In comparison, positive critical incidents showed that the use of precedents facilitates the definition of the context of the topic or problem and pushes the process forward to other stages of its elaboration and development.

The first code is "At the moment when I had no knowledge of how to perform a task, then I immediately studied a case from the archive of the work of a colleague who was in that position before me" (Respondent D-6, personal communication). The respondent understands how a task for which he/she has no information should be performed. he/she uses an example and then tries to follow the steps to perform the assigned task. According to the respondent, this method has its difficulties because the person who has performed these tasks may have a more complex working methodology. Thus the respondent will learn

a method that does not suit him. In this way, the respondent is taught that when he/she enters into a collaborative decision-making process and is confronted with a problem, he/she first consults documents similar to the nature of the problem in question. In this way, the respondent follows of work methodologies that others have used. However, because all problems have their specifics that make each situation different, the respondent is much less efficient because a much longer time is required to do that work.

The second code is "To carry out my work I always followed the protocol" (Respondent D-27, personal communication). The respondent states that how an employee should approach the tasks defined for the position he/she represents is described in various documents, and the procedure must be followed. Thus, the respondent will act within an interactive decision-making process to define a problem by consulting documents mainly related to the problem by analysing how the solution is envisaged. These documents can be the internal regulations of the organisation and other official documents, and also the laws of the state within which the organisation operates.

The third code is "I have understood complex tasks by consulting colleagues who know the issue from their own experiences" (Respondent D-20, personal communication). The respondent, through this story, shows that he/she has been interested in hearing from others about their experiences in the past if they have been faced with similar situations. Through this form, the respondent can understand the construct of the problem and how such a problem has been solved in the past by the persons in question. Thus, if the respondent becomes part of an interactive decision-making process to define a specific problem, he/she asks for a summary of the information from the participants to then decide to specify the other elements of the problem, elements which are unknown until that moment by all present. Therefore, momentum is created to continue from a certain level of information.

The fourth code is "When I encounter a problem at work, I have started consulting various texts online" (Respondent D-7, personal communication). The respondent, through this event, shows that there is much information on online platforms which he/she can use to understand the nature of the problem. Thus, he/she has managed to gather much information, understanding the structure of the problem and how to approach the solution to that problem. Thus, the respondent in the decision-making process, in addition to discussions with other members, undertakes research, which is considered a complementary method among other forms of gathering information.

5.3.2   Advocate for an ethical and professional decision-making process

The second action that defines the role and behaviour of the leadership member within a collaborative decision-making process is advocating for ethical and professional decision-making. Respondents then elaborated on their stories in terms of stories within the family, school, society, and the work environment, relating those moments that have had a strong emotional impact on them and that have been the reason for building their values to dealing

with how to advocate for an ethical and professional decision-making process. In this way, it is understood what produces unethical and unprofessional decision-making, including violation of the values of the participants in a meeting, teamwork discussion without any criteria, actions and undisciplined behaviour of members, lack of meritocracy criteria, deviation from achieving the goal of organisation and leadership, misinformation, and meeting manipulation. In contrast, ethical and professional decision-making will produce the opposite effects, including positive results, discipline, meritocracy, respect for members' values, etc.

Advocating for an ethical and professional decision-making process means the development of a decision-making process based on specific criteria of conduct of participants, setting criteria for the method of discussion, respect for meritocracy, respect for personal values of participants, not distorting the process through various manipulations by the participants, and respecting the final collective decision. The respondents used their role to advocate ethical and professional decision-making to handle critical incidents related to the use of explicit information, implementation of the rules of procedure, equal opportunities for contribution, and respect for human rights. Thus, their experiences have resulted in building the respondents' personal values to be ready to advocate for an ethical and professional decision-making process.

Table 35: Advocate for an ethical and professional decision-making process

Quote	Life-story aspect	Theme	Category
"During the debates in class, I always tried to quote the information I was giving, so I avoided, to some extent, the counter-arguments of other students." (Respondent D-3, personal communication)	EE	Use of explicit information	Advocate for an ethical and professional decision-making process
"During my years in high school, the professor of mathematics measured students' progress four times a year and, for each measurement, gave a grade, then proportioned and gave the final grade for that subject. In the beginning, I always received a low grade, but in the other three, I got higher grades, and in the end, I got a good grade but not the highest one. This irritated me, and I did			

(table continues)

Quote	Life-story aspect	Theme	Category
not have space to oppose the professors evaluation. The methodology of grading was made clear by the professor at the beginning of that course." (Respondent D-34, personal communication)			
"In the street where I live, I put my garbage at the time when the garbage collection staff has a schedule to pick it up. While some of the residents dump their garbage on the street before and after that time, and as a result, a polluted environment is created." (Respondent D-21, personal communication)	ESE	Implementing the rules of procedure	
"I was driving my car twice the speed limit, but it was morning, and there were no people where I could endanger anyone. The police stopped me and fined me for speeding. I told the police that due to the lack of people, I was not endangering anyone, and he/she answered that the rules must be respected in any case and no concessions can be made." (Respondent D-10, personal communication)			
"As a child, my involvement in adult conversations was limited due to my age." (Respondent D-27, personal communication)	ISE	Equal opportunities for contribution	
"In my family the father was the person who had authority over the others and his decisions were final." (Respondent D-23, personal communication)			
"During my work experiences, I have come across groups of employees who have tried to devalue my work and take	PE	Respect of human rights	

Quote	Life-story aspect	Theme	Category
credit for it." (Respondent D-4, personal communication)			
"When I worked in the private sector, I was obliged to work and other jobs that are not provided in the description of my position and I also worked overtime, because otherwise I risked losing my job." (Respondent D-22, personal communication)			

Source: Own work.

Advocate for an ethical and professional decision-making process – This means that participants within a decision-making process are shown to be accurate and disciplined. Participants are correct because they possess good personal values, which should be sufficient to deal with the problem. In comparison, the participant also must be disciplined by respecting the process and contributing responsibly to the tasks delegated to him/her to perform within that process. I present four themes identified from the transcripts of the interviews I conducted, and I explain how the codes presented in Table 35 determine how the respondents advocate for an ethical and professional decision-making process.

In the coding process, the category "Advocate for an ethical and professional decision-making process" was shaped by themes of use of explicit information, implementation of the rules of procedure, equal opportunities for contribution, and respect for human rights:

Use of explicit information – This means that the respondent uses complete and precise information, which will not leave room for doubt or prejudice about the quality and veracity of the information by other members within a collaborative decision-making process. Explicit information is documented or has been proven empirically to be authentic, and the respondent is aware of this and concludes that it will serve to be professional during the discussion process. It also is ethical because it does not mislead other members in the process of decision-making. Some respondents, through telling their stories, have specified some negative critical incidents, which means that if the respondent has not used the past events in the explicit information, then the respondent has not been clear to others, has aroused debate in the review of information that is out of the context of the topic, and at the same time has aroused pessimism in those who are present. In contrast, in positive critical incidents the respondent experienced events in which the information he/she used was explicit and, as a result, aroused credibility in others and optimism, and the information was accepted by all

within the context of the topic under discussion, arousing productive debates between participants.

The first code is "During the debates in class I always tried to quote the information I was giving, so I avoided to some extent the counterarguments of other students" (Respondent D-3, personal communication). The respondent, through these events, shows that the accuracy of the information used moves the debate to other stages of the discussion, gaining the respect of others, pushing others to be more attentive and productive in providing counterarguments, and removing the possibility of arguments in the form of opinions. The respondent has transferred this value in the decision-making processes in his/her profession by compiling in advance the arguments that he/she will use in the meeting, testing their consistency by consulting documents and other informal conversations in advance. In this way, the time the respondent spends within an interactive decision-making process to contribute to the discussion is optimal and avoids wasting time, which the participants may consume as a result of the participants discussing the information in question.

The second code is "The professor of mathematics during my years in high school, measured the progress of students four times a year and for each measurement gave a grade, then proportioned and gave the final grade for that subject. In the beginning I always received a low grade but the other three I got higher grades and in the end I got a good grade but not the highest one and this irritated me and I did not have space to oppose the professors evaluation, the methodology of grading was made clear from the professor at the beginning of that course" (Respondent D-34, personal communication). The respondent indicated throughout the event that he/she did not profile the professors syllabus step by step as planned. However, he/she had mastered the material in the syllabus at the end of the class. Because it was not coherent, the evaluation was lower. From this event, the respondent learned that when participating in a decision-making process, first analyse the meeting procedures, then provide information only about that point of discussion in real-time, and then proceed step by step. Thus, the respondent is more precise and does not provide information on points that are foreseen for discussion at a later time, making it easier for other participants to focus. In cases where the respondent has made the same mistake as in the event presented, during the respondents speech, the other participants have been confused or disturbed, trying to understand the information.

Implementing the rules of procedure – This means that the respondent respects the general norms of the organisation set for formal meetings of the board of directors (leadership) in the form of a procedure that manages the role and behaviour of participants in the decision-making process. The implementation of norms avoids unconstructive debates, violation of the rights of others within the process, the use of the meeting for purely personal interests, and violation of the general interest for which they are gathered. Implementing the rules of procedure brought constructive discussions, respect for the common interest, and non-interference with the rights of other members in the process. Some respondents, through telling their stories, have specified some negative critical incidents which have caused the

respondent demotivation, irritation with the attempts of others to destroy his/her interests for personal interests, and departure from rational behaviours. In positive critical incidents the respondent felt calm, focused on the destructive behaviours of other members, and motivated to contribute to the purpose of the common interest, and trusted in the common goal.

The first code is "In the street where I live, I put my garbage at the time when the garbage collection staff has a schedule to pick it up. While some of the residents dump their garbage on the street before and after that time, and as a result a polluted environment is created" (Respondent D-21, personal communication). The respondent indicates through this event that non-compliance with the schedule set for waste collection has caused a consequence that has caused a severe problem. Such action is sanctioned by law, but the residents where the respondent resides do not comply with this rule. Those who do not respect the rules are responsible for the emergence of negative consequences in the form of new problems for all participants. Participants who do not respect the procedure appear late at meetings, unbalancing the discussion at that moment. In addition, a participant who does not respect the internal norms of the organisation whose norms serve to regulate the decision-making meetings creates disharmony between him/her and his/her colleagues and makes it impossible to advance the decision-making process.

The second code is "I was driving my car at twice the speed limit, but it was morning and there were no people where I could endanger anyone. The police stopped me and fined me for speeding. I told the police that due to the lack of people I was not endangering anyone and his/her answer was that the rules must be respected in any case and no concessions can be made" (Respondent D-10, personal communication). The respondent pointed to this event to emphasise the importance of respecting the rules in their original form without tending to interpret them according to the circumstances. Thus, the norms of the organisation within a collaborative decision-making process need to be respected in their original form without compromising. Otherwise, the participants will not feel equal and thus will feel neglected, inferior, insignificant, etc.

Equal opportunities – This mean that the respondent engages by seeking equal opportunities to contribute to the decision-making process while also taking merit in proportion to the contribution that the respondent has made to the decision-making process. Equal opportunities include the right of the respondent among other members within the decision-making process to reveal his/her intellectual and professional potential, always in an original form and being accepted by others without attempting to hinder or distort his/her personal intellectual and professional potential. The lack of equal opportunities causes fear to reveal the personal, intellectual, and professional potential within the process, thinking that others will misuse it and, at the same time, feeling isolated by failing to push forward the unique ideas, goals, and vision in service of general interest. Through telling their stories, some respondents specified some negative critical incidents. When the respondent did not enjoy equal opportunities, he/she felt underestimated, unproductive, demotivated, and discriminated against. In contrast, in positive critical incidents the respondent has enjoyed

equal rights, and the respondent has been motivated, valued, satisfied, and productive, and has experienced high self-esteem and self-improvement.

The first code is "When I was a child my involvement in adult conversations was limited due to my age" (Respondent D-27, personal communication). The respondent, through these events, shows that he/she has been limited to expressing his/her values in practical form because he/she has been prejudiced because of his/her age. If such prejudice exists within a collaborative decision-making process, the attacked participant will feel unimportant and ignored by the other participants. Thus, he/she cannot give his/her contribution because the evaluation of his/her contribution will be minimized to the greatest extent. As a result, the problem will not be defined by the general contribution of the participants but will be influenced by certain persons.

The second code is "In my family the father was the person who had authority over the others and his/her decisions were final" (Respondent D-23, personal communication). The respondent, through this event, wants to show that the decision-making power within his/her family has been non-existent. Thus, the respondent within an interactive decision-making process refuses to have a secondary role in addressing the problem. he/she seeks equal opportunities and equal time with others. Decision-making power should be distributed equally or proportionally depending on the participants' responsibility within the process.

Respect for human rights – This means that the respondent has not felt abused or disrespected or been subjected to discrimination by other members within a collaborative decision-making process. Respect for human rights means that the respondent has felt safe during his/her participation by feeling free to be him/herself when he/she contributes to the decision-making process. Some respondents, through telling their stories, have specified some negative critical incidents when the respondent felt offended and scared to be authentic within the process. As a result of the violation of his/her rights, the respondent has tried to create protection from others and often questions his/her values, lowering his/her self-confidence and putting him/her in doubt about the positive values he may have. In positive critical incidents, the respondent felt free to be authentic within the decision-making process, believing in his/her values and being original in presenting his/her values within the decision-making process. The respondent has been motivated, appreciated, and ready to offer his/her best in service to others' well-being, making no attempt to create protective barriers for others.

The first code is "During my work experiences, I have come across groups of employees who have tried to devalue my work and take credit for it" (Respondent D-4, personal communication). Through this event, the respondent shows that when his/her human rights are endangered, it is possible to approach the problem professionally because the violation of human rights for him/her means denial of his/her fundamental rights to be considered an equal person, among others. When dealing with a case in which his/her rights are violated within a decision-making process, the respondent breaks away from his/her professional

engagement and begins to defend himself. Then the discussion will take another direction which is not related to the topic which they are gathered to discuss.

The second code is "When I worked in the private sector, I was obliged to work and other jobs that are not provided in the description of my position and I also worked overtime, because otherwise I risked losing my job" (Respondent D-22, personal communication). The respondent shows through this event that the employment contract between him/her and the company has not been respected. he/she also did dangerous work and was not professionally prepared to do it. Thus, the respondent indicates that he/she now refuses to be involved in any way that does not correspond to the duties arising from his/her employment contract or other documents that he/she has voluntarily agreed to perform. Thus, the responsibility and security increase and the quality of his decisions is high.

5.3.3   Decision-making stakeholder

The third action that defines the role and behaviour of the leadership member in a collaborative decision-making process, is being a decision-making stakeholder. Being a decision-making stakeholder means being an actor within the decision-making process that keeps discussion dynamics high-level and stimulates productive discussions. Respondents elaborated on their stories within the family, school, society, and work environment, relating those moments that have had a strong emotional impact on them and that have been the reason for building their values to dealing with how to be a decision-making stakeholder. Not being a decision-making stakeholder means not influencing the process by not being a factor in the development of dynamics and by not stimulating productive discussions with other members to create a positive environment to develop a process to find the solution to the problem in question.

A stakeholder, in addition to engaging in the development of in-process dynamics and stimulating productive discussions, will be committed to creating and providing long-term sustainability in the decision-making process. A decision-making stakeholder involves each participant in the meeting directly related to addressing and finding a solution to the problem in question. The respondents used their roles as decision-making stakeholders to handle critical incidents related to the principles of empowerment, everyday needs and priorities, mutual understanding, and shared ownership.

Table 36: Decision-making stakeholder

Quote	Life-story aspect	Theme	Category
"Because in the position I am in it is directly related to my education background, then I feel that I have a lot	EE	Principals of empowerment	Decision-making stakeholder
			(table continues)

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Quote	Life-story aspect	Theme	Category
of respect from my subordinates because they believe in my qualities in relation to the work I do." (Respondent D-25, personal communication)			
"After I became part of the University, my father told me that my goal should be to be a high-level student, so that the knowledge gained would serve me to achieve my goals. I had a discipline during my studies and I read constantly, going beyond the materials that the professor of the subject gave me." (Respondent D-25, personal communication)			
"I often go out with my friends and it often happens that one of us presents a problem to him. All the other friends are involved in solving the friends problem, as if the problem was ours. This is how we act when one of us others have a problem and need help from friends to get the same help." (Respondent D-5, personal communication)	ESE	Common needs and priorities	
"I always try to clean up the collective space I share with my neighbors. They also do the same. So, we keep a clean environment on our way, preserving our overall health. (Respondent D-7, personal communication)			
"I do not start discussing with my family members about a certain problem if one of the family members does not feel in the mood." (Respondent D-16, personal communication)	ISE	Mutual understanding	

(table continues)

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Quote	Life-story aspect	Theme	Category
"I try to balance the contribution of my wife and me for the growth and development of our children. When my wife has other responsibilities, I try to be close to the children in their education. Also, when we make decisions for our children, our priority is well-being. of children and not our desires." (Respondent D-9, personal communication)			
"Now I am involved in some projects that are involved and some other directors of the municipality. I try to perform my duties on time and also other directors do others. We schedule meetings to be coordinated and at the end when the project is completed, in each of our media appearances we show that the project is realized by the work of all participating directors." (Respondent D-22, personal communication)	PE	Shared ownership	
"Once a week we have a meeting of the board of directors and there the tasks are delegated to us by the mayor. These tasks are part of the joint curriculum, which each of us has the responsibility to fulfill according to the competencies we possess." (Respondent D-35, personal communication)			

Source: Own work.

Decision-making stakeholder – This is a person who becomes part of an interactive decision-making process and must have something to gain but also has the potential to lose something within that process. If the person, through his/her values, manages to contribute positively to the process, his/her authority within the organisation will be strengthened, and

his promotion to the position is possible. If the person's personal values are not sufficient, then the person's authority will fall. As a result, he/she may lose his/her position as a decision-making authority in the organisation. I present four themes identified from the transcripts of the interviews I conducted. I explain how the codes presented in Table 36 determine how the respondents are stakeholders in decision-making.

In the coding process, the category "Decision-making stakeholder" was shaped by themes of principles of empowerment, everyday needs and priorities, mutual understanding, and shared ownership:

Principals of empowerment – This means that the respondent is a respected person and does not prejudge the intent of others within a collaborative decision-making process. The respondent builds interaction with others by being free to express criticism and understanding other members' positive efforts. The respondent builds his/her interaction based on his/her own and others' knowledge and skills. The respondent has the charisma to make others approach and contribute at high levels within the decision-making process. Some respondents, through telling their stories, have specified some negative critical incidents, in which the respondent felt powerless to collaborate with others, did not feel confident to disclose his/her knowledge and skills because he/she felt inferior, and lacked charisma to make others see him/her as part of the group. In contrast, in positive critical incidents the respondent has been able to identify the most acceptable form of collaboration with others, has been aware of the intentions of others, and has been allowed to disclose them. The respondent has done all these because he/she believed in his knowledge and skills and felt confident.

The first code is "Because in the position I am in it is directly related to the information of my education background, then I feel that I have a lot of respect from my subordinates because they believe in my qualities in relation to the work I do" (Respondent D-25, personal communication). The respondent, through this event, shows that due to professional preparation, he/she is accurate in evaluating issues but also has the opportunity to follow the rhetoric of others or their contribution carefully, evaluating the positive and negative sides of others. The respondent emphasizes that due to the adequate level of education of the participants, an environment is created for a productive discussion, which can be considered intellectual content. Consequently, the respect between the persons participating in a decision-making process is greater. In this way, the respondent keeps the possibility of personal loss or gain more balanced due to his/her personal contribution to that decision-making process.

The second code is "After I became part of the University, my father told me that my goal should be to be a high-level student so that the knowledge gained would serve me to achieve my goals. I had a discipline during my studies and I read constantly, going beyond the materials that the professor of the subject gave me" (Respondent D-11, personal communication). The respondent, through this event, means that personal commitment from

the highest levels inevitably leads to positive results. Showing seriousness when dealing with an issue reduces the chances of error and speeds up the achievement of the objective. In this way, the respondent within an interactive decision-making process will make a difference by advancing the decision-making process by taking concrete steps to addressing the issue. Consequently, he will involves, works intensively, and does not slacken his/her pace or lag in the decision-making process. Therefore, the respondents discipline pushes others to accept and move forward together in decision-making.

Common needs and priorities – This mean that the respondent has integrated his/her interests within the common interests in a collaborative decision-making process, and not the other way around. When participating in decision-making, the group priorities are identified first. Then the respondent starts to connect personal priorities with common priorities, which is the reason for having a decision-making process among the board of directors in the organisation. Some respondents, through telling their stories, have specified some negative critical incidents, in which the respondent has not been cohesive, has not added value within the process, and has been counterproductive, causing controversy with others and hindering the realization of common priorities. In contrast, in positive critical incidents the respondent identified how to realize personal interests in a linear form through their connection with the realization of common priorities. Thus, the respondent felt positive because common priorities were achieved due to personal values that the respondent prioritises developing continuously.

The first code is "I often go out with my friends and it often happens that one of us presents a problem for discussion. All the other friends are involved in that discussion" (Respondent D-5, personal communication). The respondent, through these events, states that the discussions arose from the presentation of an issue in the form of a problem by one or more participants in the event. Others are willing to contribute through their values. Thus, in a collaborative decision-making process, one or more members present an issue for discussion. Others must be ready for discussion by offering their values as a mechanism for resolving the issue. Thus participants become part of the discussion by offering their values to resolve an issue beyond their interests. If someone is reluctant to offer his/her values, he/she is not a decision-making stakeholder because he/she is unwilling to offer his/her values in order to strengthening the common interest.

The second code is "I always try to clean up the collective space I share with my neighbors. They also do the same. So, we keep a clean environment on our way, preserving our overall health" (Respondent D-7, personal communication). The respondent, through these events, implies that the common space is a shared responsibility. To create positive results that will positively affect everyone, everyone must make their contribution. Thus, even within an interactive decision-making process, all participants must consider that all must address the issue under discussion to produce results that do not conflict with the general interests of the participants. If one of the participants does not offer a contribution, he/she will be positioned as a person who stands aside and does not want his/her interests to be affected to support the

general interests. Direct contribution means spending time and endangering authority and personal profile. However, if a person is not directly involved, that person can cause obstacles that can have negative effects on others.

Mutual understanding – This means that the respondent must make his/her contribution in detail, making others understand his/her contribution in its original and fair form. Therefore, others must detail their consent to the respondents contribution and the criticism. The detailed contribution and the acceptance of detailed feedback from others will lead to a mutual understanding of the respondents contribution within a collaborative decision-making process. Some respondents, through telling their stories, have specified some negative critical incidents, in which the respondent did not detail his/her contribution and others did not provide detailed feedback, so the respondent felt disconnected from other members and that his/her values could not have any influence on the decision-making process. Other members doubted the respondents contribution, which has caused his/her denial of his/her contribution. The respondent was not able to advance his/her contribution within the process when he/she failed to convince others of the value of his/her contribution. In positive critical incidents, the respondent provided ideas, beliefs, and vision in detail and addressed these values from perspectives offered by others. As a result, the respondent felt confident to restructure his/her arguments in case of any misunderstanding or to advance his/her contribution in the case of new directives received by others.

The first code is "I do not start discussing with my family members about a certain problem if one of the family members does not feel in the mood" (Respondent D-16, personal communication). The respondent, through these events, shows that to develop a constructive and productive debate, the participants are required to be emotionally prepared to face the difficulties that arise from a particular event. A person cannot be a decision-making stakeholder if he/she is not entirely focused on the event. he/she will not contribute to the event and will be completely passive, without any definite role. Therefore, all participants in the process should be willing to focus on the topic under discussion by ignoring other issues that are not active for discussion at the given moment. If one of the participants is not in a good emotional state, he/she should be replaced by a subordinate, who should then have the responsibility to continue the process.

The second code is "I try to balance the contribution of my wife and me for the growth and development of our children. When my wife has other responsibilities, I try to be close to the children in their education. Also, when we make decisions for our children, our priority is the well-being of our children and not our desires" (Respondent D-9, personal communication). The respondent, through these events, shows that he, together with his/her wife, sees their role as parents with equal responsibilities and the same objective. Both are involved in caring for children so that the result is the children's well-being, and the responsibility for failure or success also belongs to both. Thus, such an approach to an interactive decision-making process implies that the participants have identified their responsibilities and approached the problem without wanting to evade any of the

responsibilities or hide behind the others actions. All aim to work equally with full responsibility.

Shared ownership – This means that the respondent has equal responsibilities with others in the case of failure or success of a collaborative decision-making process. This way, the respondent avoids benefiting personally from a decision-making process if it is considered that the decision-making process was unsuccessful. Through this form, in case of failure of the process, the respondent will take responsibility in proportion to his/her role within the decision-making process. The success of a decision-making process will be identified by the contribution of each member of the decision-making process. Through telling their stories, some respondents have identified some negative critical incidents which have affected them, such as a sense of exploitation, a sense of being manipulated, and denial of merit. In contrast, in positive critical incidents the respondent felt equal responsibility, acquisition of merit in proportion to his contribution, and being respected by others.

The first code is "Now I am involved in some projects that are involved and some other directors of the municipality. I try to perform my duties on time and also other directors do other duties. We schedule meetings to be coordinated and at the end when the project is completed, in each of our media appearances we show that the project is realized by the work of all participating directors" (Respondent D-22, personal communication). The respondent, through this event, describes that any participation in the project implementation depends not only on personal work but also on the commitment and work of others. In this way, participation in an interactive decision-making process means the realization of work not in individual form but in groups. Each of the participants is committed to performing a set of activities. In the end, through coordination, all the work is translated into a specific product or answer, which has been an objective for the participants.

The second code is "Once a week we have a meeting of the board of directors and there the tasks are delegated to us by the mayor. These tasks are part of the joint curriculum, which each of us has the responsibility to fulfill according to the competencies we possess" (Respondent D-35, personal communication). The respondent, through these events, describes that the delegation of tasks is the beginning of the responsibilities taken. From that moment, the person who accepts the responsibility feels that the responsibilities are in harmony with his/her values and will fulfill them exactly. Thus, in an interactive decision-making process, the person must carefully analyse the tasks delegated to him/her by comparing the specifics of the tasks and the values he/she represents to fulfill them.

5.3.4   Making complex decisions

The fourth action that defines the role and behaviour of the leadership member in a collaborative decision-making process, according to empirical data derived from transcripts of semi-structured interviews with 36 directors, is the making of complex decisions. Respondents elaborated on their stories within the family, school, society, and work

environment, relating those moments that have had a strong emotional impact on them and that have been the reason for building their values to deal with making complex decisions. The lack of complex decision-making means that the respondent in a collaborative decision-making process cannot relate the attributes of a topic or problem to his/her values in all dimensions of this connection, whereas making complex decisions within a collaborative decision-making process means that the respondent is able, through personal values, such as knowledge, abilities and skills, beliefs, vision, and objectives, to relate to all the attributes of a topic or problem by achieving the structure of the concept for finding a real solution that means the starting phase of problem-solving.

Table 37: Making complex decisions

Quote	Life-story aspect	Theme	Category
"Absence from lectures was sanctioned by the University regulations and so my regular attendance made me well informed and disciplined in handling the curriculum for that subject." (Respondent D-33, personal communication)	EE	Personal values	Making complex decisions
"The tasks in the subject of mathematics have been of different types, from simple to very complex. I was able to quickly understand how to solve mathematical problems because I was always interested in learning the solution methodology which is divided into stages. If one of these stages of the solution is not profiled by me then the end of the solution has resulted in error." (Respondent D-31, personal communication)			
"One of my professors once marked me absent even though I was present in class. Her reasoning was, that I was physically present but not focused, so my participation was evaluated as null			

(table continues)

Quote	Life-story aspect	Theme	Category
by her." (Respondent D-6, personal communication)			
"When I communicate with strangers and talk about a certain problem, no decision is made unless a good person known to me and others is present, because this way the information is filtered and the manipulations of one of us are avoided." (Respondent D-21, personal communication)	ESE	Attributes of the decision	
"I was participating in a discussion to resolve a particular issue and there were also some people participating in the discussion. One thing that struck me was that one of the participants was a nihilistic person and rejected any argument that the others gave, but he/she offered no alternative. Thus, we could not get out of the vicious circle of discussions and thus failed to make a decision." (Respondent D-22, personal communication)			
"My sister always had ideas in the form of wishes during the discussion within the family, and she had a wide range of fantasies so she never offered grounded arguments. We did not often take her opinions into consideration." (Respondent D-22, personal communication)	ISE	Metaphysical facts	
"I was having some dreams when I was a child, while my dad always advised me on how to be more realistic." (Respondent D-13, personal communication)			

(table continues)

Quote	Life-story aspect	Theme	Category
"As a child I was with a lot of energy and my parents were afraid that I would get hurt. I remember and we discussed this with my parents later, that in order to educate me, my parents talked to me about the consequences that could be caused by a careless act of mine. These examples my parents took were children's stories that were not real, just to stop me from being careless." (Respondent D-29, personal communication)			
"During the Covid-19 pandemic, I had to predict the trend of the increasing number of infected in my municipality, in order to order in time the number of tests for infected people." (Respondent D-28, personal communication)	PE	Forecast the outcomes	
"I have always aimed to transform situations and for this I have used information in the past in order to make the right capital investments in the present and the future. So I have managed to improve the situation and differentiate myself from others who have been in the position I am now holding." (Respondent D-19, personal communication)			

Source: Own work.

Making complex decisions – This means that each of the leadership members must be able to make this connection between their value' and the attributes of the problem. This avoids the participants involvement in a decision-making process without having the opportunity to contribute authentic and productive forms. The respondents used their role to make complex decisions to handle critical incidents related to personal values, attributes of the problem, metaphysical facts, and forecast the outcomes. Thus, their experiences have resulted in

building the respondents' personal values to be ready to make a complex decision in a collaborative decision-making process. I present four themes identified from the transcripts of the interviews I conducted. I explain how the codes presented in Table 37 determine how the respondents are stakeholders in decision-making.

In the coding process, the category "Making complex decisions" was shaped by themes of personal values, attributes of the decision, metaphysical facts, and forecast the outcomes:

Personal values – These are the beliefs, ideas, skills, knowledge, goals, and vision of the respondent, which he/she offers in the smooth running of a collaborative decision-making process. These values must be related to the specifics of the topic or problem so that the specifics of the problem can be transformed or advanced to convert that particular problem into a path of prosperity. The respondent should be aware of his/her values because otherwise, he/she will not be able to make this connection. Some respondents, through telling their stories, have identified some negative critical incidents which show that the respondent, because he/she was not able to understand his/her values, he/she was unstable, or he/she did not want to present them in concrete cases, has failed to be persuasive, has been vague in argumentation, and has failed to show his/her vision. he/she was not understood by others, has been skeptical of the quality of his/her values, and has tried to improvise the values, which have not enabled him/her to make a real connection with the specifics of the problem. In positive critical incidents, the respondent has been able to identify his/her values, present them clearly, and present their relevance to the topic being discussed.

The first code is "Absence from lectures was sanctioned by the University regulations and so my regular attendance made me well informed and disciplined in handling the curriculum for that subject" (Respondent D-33, personal communication). The respondent, through this event, shows that his active participation in the lessons has made him/her attend lectures regularly, respect the curriculum, and not fail any learning unit. In this way, the respondent has learned how to be consistent in performing his/her tasks. Thus, while participating in an interactive decision-making process, the respondent is not absent from any of the meetings and does not try to find any alternative to avoid participation. Thus, through his consistency, he manages to obtain complete information on issues, articulate arguments well, and be a participant in every situation created according to the dynamics of the event. Thus, the person has become disciplined by strengthening his/her conviction that active participation in a specific event makes him/her a factor, and he/she then has full credibility to contribute authentically.

The second code is "The tasks in the subject of mathematics have been of different types, from simple to very complex. I was able to quickly understand how to solve mathematical problems because I was always interested in learning the solution methodology" (Respondent D-31, personal communication). The respondent, through these events, shows that he/she has managed to understand that the focus and implementation of the procedure lead to success in solving tasks. In decision-making, the focus is on building the solution. A

solution has all the components that respond to the situation in which the problem has appeared and the implementation of a procedure that, in the case of a non-functioning solution, can be modified without returning to point zero.

The third code is "One of my professors once marked me absent even though I was present in class. Her reasoning was, that I was physically present but not focused, so my participation was evaluated as null by her" (Respondent D-6, personal communication). The respondent, through this event, shows that his/her presence was not complete because his/her focus on lectures was non-existent. The respondent draws attention to the fact that the person's participation in an event must be complete, paying full attention to the dynamics of that event so that his/her approach is qualitative. This makes the respondent attentive and responsive to existing and to new circumstances during his/her participation in the decision-making process.

Attributes of the problem – This means that the respondent must identify the specifics of the problem through his/her values and thus construct his/her argument in front of other members. The specifics of the problem cannot be identified through paraphrasing another because the respondent then cannot be qualified as a productive contributor. Within the personal values of the respondent is confidential information that identifies the specifics of the problem in its tangible form. Some respondents, through telling their stories, have identified some negative critical incidents in which the respondent has failed to identify the specifics of a topic or problem and, thus, has felt confused and with no alternative for the solution. In positive critical incidents, the respondent has identified the specifics of the problem, and it has been a normal course of his/her engagement in which he/she has authentically managed to address the problem.

The first code is "When I communicate with strangers and talk about a certain problem, no decision is made unless a person who is known to me and others is present because this way the information is filtered and the manipulations of one of us are avoided" (Respondent D-21, personal communication). The respondent, through these events, indicates that the participants in the discussion should decipher the specifics of the problem. However, information on the specifics of the problem is not always presented by the participants in the proper form. The way in which a person assesses the specifics of a problem differs from those of others because of their worldview regarding the situation or personal interests. From this, we learn that within an interactive decision-making process there are participants who are interested in not deciphering the specifics of the problem, because they can expect that doing so at another time will gain more merit and advance their career.

The second code is "I was participating in a discussion to resolve a particular issue and there were also some people participating in the discussion. One thing that struck me was that one of the participants was a nihilistic person and rejected any argument that the others gave, but he/she offered no alternative. Thus, we could not get out of the vicious circle of discussions and thus failed to make a decision" (Respondent D-22, personal communication). The

respondent, through this event, shows that he/she tends to identify the shortcomings of any decision in the form of a solution without trying to modify them by providing alternatives. Therefore, we understand that some solutions to the problem in question are first presented within an interactive decision-making process. Then its content is developed, offering more-advanced alternatives than what was presented at the beginning. If a participant rejects any solution, collective decision-making becomes difficult and will present a problem in its implementation. Therefore, participants with nihilistic tendencies should be replaced with new participants who are competent to be part of the process.

Metaphysical facts – This mean that the respondent can prove the existence of specifics of the problem and the results of these specifics cause within a given context, and also is able to present the existence of personal values in the form of arguments that explain the nature of the problem and its existence within a given context. He/she also can elaborate on the solution and its nature, connecting the specifics of the solution with the context in which it should replace the problem in question. Some respondents, through telling their stories, have identified some negative critical incidents in which the respondents lack of understanding of the nature of the problem has caused him/her confusion and danger from the effects that the problem has caused him/her in a conscious and unconscious form. In contrast, in positive critical incidents the respondent can understand the nature of the problem and can neutralize the negative effects of the problem in question.

The first code is "My sister always had ideas in the form of wishes during the discussion within the family, and she had a wide range of fantasies so she never offered grounded arguments. We did not often consider her opinions" (Respondent D-22, personal communication). The respondent, through this event, shows that the alternatives his/her sister gave were not founded upon credible information, but they were offered as her wish about a specific decision. If participants offer unfounded alternatives in the form of wishes within a collaborative decision-making process, then the solution is not correct, and the results will be null.

The second code is "I had a developed fantasy when I was a child, while my dad always advised me on how to be more realistic" (Respondent D-13, personal communication). The respondent, through this event, shows that the father's advice has been to focus more on the present time by assessing the context of the situation. Within a decision-making process, the respondent can be creative when offering alternatives. However, the alternatives must be relevant to the specifics of the context in which the problem is presented, and the solution will take place. Otherwise, the solution will not be built to respond to the problematic situation.

The third code is "As a child I was with a lot of energy and my parents were afraid that I would get hurt. I remember and we discussed this with my parents later, that in order to educate me, my parents talked to me about the consequences that could be caused by a careless act of mine. These examples my parents took were children's stories that were not

real, just to stop me from being careless" (Respondent D-29, personal communication). The respondent, through this event, shows that a decision can be made by comparing some information that is not proven but that is logically constructed. This means that in decision-making, the respondent builds an alternative that is not entirely immersed in proven information.

Forecast the outcomes – This means that the respondent can anticipate the effects of solving a problem before coming to the stage of its practical implementation. This will avoid wasting time if some adverse effects are foreseen that require treatment during implementation. The respondent will create a schema that will create a rational argumentation of how the solution will be implemented in each of its steps. Some respondents, through telling their stories, have identified some negative critical incidents in which the respondent made a solution without thinking about its effects after the implementation process. Because one of the effects was negative, the respondent has felt insecure about achieving success in the decision-making process, fear of failure to implement in practice the theoretical side of decision-making, and waste of time risking changing the circumstances of the problem and thus decision-making to return to zero. In contrast, in positive critical incidents the respondent has foreseen the challenges encountered during the implementation of the decision and thus can take measures in advance to make the requested changes in an optimal period.

The first code is "During the Covid-19 pandemic, I had to predict the trend of the increasing number of infected in my municipality, to order in time the number of tests for infected people" (Respondent D-28, personal communication). The respondent, through this event, explains that he/she has used statistics to predict the number that can be infected in a short time for his/her preparations to be accurate. Within an interactive decision-making process, the respondent must use statistical methods so that the decision taken is in line with the existing circumstances in the future when the decision is to be implemented.

The second code is "I have always aimed to transform situations and for this, I have used information in the past to make the right capital investments in the present and the future. So I have managed to improve the situation and differentiate myself from others who have been in the position I am now holding" (Respondent D-19, personal communication). The respondent now states that analysing the results of the preliminary decisions is essential to predict the results of the recent decision. Such an analysis will minimize the negative effects of the recent decision and also maximize the positive results of the decision taken.

5.3.5 Final decision approver

Approving the final decision i defines the role and behaviour of the leadership member in a collaborative decision-making process, according to empirical data derived from transcripts of semi-structured interviews with 36 directors. Respondents elaborated on their stories within the family, school, society, and work environment, relating those moments that have had a strong emotional impact on them and that have been the reason for building their values

to deal with the final decision approver. The lack of approval of a decision by a respondent will denial of problem-solving, failure to solve the problem, and disclosure of divergences between the respondent and other members within the interactive decision-making process. In comparison, the respondents approval of decision-making means reaching a consensus, providing a solution to the problem, and avoiding divergences between the respondent and other members within a collaborative decision-making process.

Table 38: Final decision approver

Quote	Life-story aspect	Theme	Category
"In one of my courses during the university period, the professor decided to leave me in class, as I had successfully completed all nine projects provided by the syllabus, but since I considered that even without completing the last project, I had already collected the points to get the grade A. The professor prepared feedback where he/she told me that because all the projects were related to each other and as a result it is known that my work was not done, as such he/she returned all my maximum points at 0, because I had not finished the last project." (Respondent D-20, personal communication)	EE	Rapport preparation	Final decision approver
"In all my university courses I have had exams and projects. The final grade was given to me based on my participation in lectures. The professor prepared feedback for all ways to inform students about their final grade." (Respondent D-3, personal communication)			
"In one of my courses, after I failed to pass the exam, it was decided that I should appear before the evaluation committee. I passed the course before the committee and received a positive			

(table continues)

Quote	Life-story aspect	Theme	Category
evaluation from the members of that committee." (Respondent D-24, personal communication)			
"In one of the country's banks was employed a friend of mine who was employed in a position that did not correspond at all with her educational background. She had graduated in chemistry and worked in a financial institution. She told me that she was having difficulty due to lack of knowledge of the concepts that characterised the services of the bank." (Respondent D-14, personal communication)	ESE	Documented judgments	
"The architecture of my city has marked a regression from previous governments because it is allowed to build without a concrete plan by the municipality and approved in its assembly." (Respondent D-9, personal communication)			
"My father keeps a note in a notebook of every expense we decide to make within the family." (Respondent D-22, personal communication)	ISE	Evidencing the decision	
"All the electricity, telephone, water, and other utility bills my father keeps in one place and in case of need he uses them for clarification." (Respondent D-5, personal communication)			
"As the director of the administration, I have made a regulation on the use of official cars by other fellow directors and their staff. At one of the meetings of	PE	Approval or rejection in optimal period of time	

(table continues)

Quote	Life-story aspect	Theme	Category
the board of directors, some of the directors came up with some suggestions to make some changes in the regulation that I did and then by consensus we made the final decision on the issue." (Respondent D-18, personal communication)			
"I have compiled some criteria to classify people who need additional social assistance during the winter period. Some of the persons have been denied the right after an assessment was made and after being informed of these facts." (Respondent D-36, personal communication)			

Source: Own work.

Final decision approver – This means that the respondent is an irreplaceable part of the parity of decision-making, legitimizing the process and meeting all the criteria to follow an interactive decision-making process. This will avoid a solution that would not produce positive results for the problem in question, because if each of the members of the process does not approve the decision it is considered that there is no agreement on the content of the solution, there is no consensus, and the solution will not be in adherence with the common interest in solving the problem. I present four themes identified from the transcripts of the interviews I conducted. The respondents used their role to define the context of the problem to handle critical incidents related to the report preparation and documented judgments, evidencing the decision and approval or rejection in an optimal period. I explain how the codes presented in Table 38 determine how the respondents are stakeholders in decision-making.

In the coding process, the category "Final decision approver" was shaped by themes of report preparation, documented judgments, evidencing the decision, and approval or rejection in an optimal period:

Report preparation – This means that the respondent will approve a decision by preparing a report which includes all the negative and positive elements of the solution so that the respondent will be responsible for professionalism or unprofessionalism. The personal report will be part of the final report presenting the solution to the problem. Through telling their

stories, some respondents have identified some negative critical incidents in which the respondent has not addressed the solution of a problem by noting the pros and cons of a decision. Thus, the respondent has not been able to make an in-depth analysis of the solution to a problem and has also been confused about the goals that will be achieved with the solution. In positive critical incidents, the respondent noted the pros and cons of a solution and analysed the situation and decided whether to approve a particular decision.

The first code is "In one of my courses during the university period, the professor decided to fail me in class, as I had successfully completed all nine projects provided by the syllabus, but since I considered that even without completing the last project, I had already collected the points to get the grade A. The professor prepared feedback where he/she told me that because all the projects were related to each other and as a result it is known that my work was not done, as such he/she returned all my maximum points at 0, because I had not finished the last project " (Respondent D-20, personal communication). The respondent, through this event, shows that the professors decision is presented in writing, emphasizing the criteria presented by the professor in the syllabus, the respondents work, and the professors decision. If this is done in an interactive decision-making process, creating a report with all the information from the beginning of the problem to the solution will clarify the reason for the decision and also will identify the responsibility in case of non-implementation of the decision. Distortion of the content of the decision will be avoided, and the decision will be implemented exactly as foreseen by the decision taken by the participants.

The second code is "In all my university courses I have had exams and projects. The final grade was given to me based on my participation in lectures. The professor prepared feedback for all ways to inform students about their final grade" (Respondent D-3, personal communication). The respondent, through this event, shows that the professors decision is followed by feedback for each student so that the student can identify his progress and understand the shortcomings and the strengths throughout the semester.

Preparing a final report after a decision has been made in a decision-making process means identifying the shortcomings and strengths of the decision. In this way, the report also measures the accuracy of the decision and what the organisation needs to change in other decision-making processes for the decisions to be as effective and efficient as possible.

Documented judgments – This means that the respondent will approve only that part of the solution he/she has contributed and for which he/she will be responsible during its implementation in practice. This means that the respondent judges that part of the solution based on his/her professionalism rather than on opinion. Through telling their stories, some respondents have identified some negative critical incidents in which the respondent did not give his/her approval based on his/her professionalism or knowledge. Thus, during the implementation process, he/she failed. In contrast, in positive critical incidents the respondent has given judgment based on his/her professionalism and knowledge, so he/she was able to be part of implementing the decision in practice.

The first code is "In one of the country's banks was employed a friend of mine who was employed in a position that did not correspond at all with her educational background. She had graduated in chemistry and worked in a financial institution. She told me that she was having difficulty due to lack of knowledge of the concepts that characterised the services of the bank" (Respondent D-14, personal communication). The respondent, through this event, shows that the person employed in the bank was not competent to participate in decision-making processes because she did not have a basic knowledge of job responsibilities. If, within a decision-making process, one of the participants is not competent to perform a series of activities in a professional form and, in the end, makes a specific decision due to a lack of skills and knowledge, the decision is not considered legitimate. In these cases, the other participants must react to such a participant, identifying the person as incompetent and unanimously requesting his/her replacement.

The second code is "The architecture of my city has marked a regression from previous governments because it is allowed to build without a concrete plan by the municipality and approved in its assembly" (Respondent D-9, personal communication). The respondent, through this event, shows the level of damage caused by an undocumented decision. If a decision is made within a decision-making process without respecting the existing documents of the organisation and other documents outside it, the decision taken will conflict with the system, and thus the results will be negative. Decisions have been made without regard to municipal legislation, and the outcome of the decision has been devastating for the city.

Evidencing the decision – This means that the respondent, for that part of the decision approved on his/her part, will inform officially his/her subordinates, who are directly and indirectly related to the implementation of that part of decision. The respondent guides the subordinates, and evidence of the decision should serve for its clarification at the lowest hierarchical levels. Some respondents, through telling their stories, have identified some negative critical incidents in which respondents have failed to evidence the decision to people who are dependent on them to be informed, and thus it was very difficult for them to succeed in the implementation of directives. In contrast, in critical positive incidents the respondent has delegated the tasks and facilitated the processing of decision implementation.

The first code is "My father keeps a note in a notebook of every expense we decide to make within the family" (Respondent D-22, personal communication). The respondent, through this event, shows that keeping track of the family's financial expenses will help the other members to assess the amount they can spend within a time frame. This means that keeping a record of the entire decision-making process, including the content of the decision, will keep other members of the organisation in line with the guidelines given by the decision. Evidence also will serve to avoid deviating from the bounds of the decision during the decision implementation process in practice and avoid possible manipulation by employees who have not been part of the decision-making process. If no evidence has been kept, the

participants in the decision-making process should hold meetings with all the organisation's staff, which would consume a great deal of time and would not be productive.

The second code is "All the electricity, telephone, water, and other utility bills my father keeps in one place and in case of need he uses them for clarification" (Respondent D-5, personal communication). The respondent indicates through this event that the evidenced decision serves for further planning and in case of uncertainties from other parties that were not part of the decision. Because the organisation's members may change from time to time, the recording of decisions has coherence in the activities of the organisation's members.

Approval or rejection in optimal time – This means that the respondent must complete the entire approval procedure within a very optimal period, because otherwise circumstances may change, and the approval of the decision may lose the value and its positive effect planned by him. Through telling their stories, some respondents have identified some negative critical incidents in which they did not quickly approve the decision. As a result, some changes have lost the validity of the decision. In contrast, in critical positive incidents the respondent reacted in compliance with the deadline set by him/her in order to protect the validity of the approval of his/her decision.

The first code is "As the director of the administration, I have made a regulation on the use of official cars by other fellow directors and their staff. At one of the meetings of the board of directors, some of the directors came up with some suggestions to make some changes in the regulation that I made and then by consensus we made the final decision on the issue" (Respondent D-18, personal communication). The respondent indicates through this event that the adverse reaction to a specific decision must be taken before it is made in its decisive form. Then the decisions must be respected and implemented regardless of whether any members have objections to their content. Making a decision and then opposing it sets a precedent that is problematic for the organisation's progress. Through this behaviour, the organisation cannot make the required transformation.

The second code is "I have compiled some criteria to classify people who need additional social assistance during the winter period. Some of the persons have been denied the right after an assessment was made and after being informed of these facts" (Respondent D-36, personal communication). The respondent, through this event, shows that a decision must be challenged with arguments based on specific criteria. Otherwise, it will not be classified as legitimate. At the same time, the person will be denied the right to make the necessary change to the decision.

5.3.6   Final decision implementer

Implementing the final decision defines the role and behaviour of the leadership member in a collaborative decision-making process, according to empirical data derived from transcripts of semi-structured interviews with 36 directors. Respondents elaborated on their

stories within the family, school, society, and work environment, relating those moments that have had a strong emotional impact on them and that have been the reason for building their values to deal with the final decision implementer. The lack of implementation of a decision has zero effect on the circumstances created by the problem in question. Thus, non-implementation of the decision in practice makes the decision taken within the collaborative decision-making process invalid, whereas if the implementation of the decision is made in a practical way, there will be a transformation of the situation created by the problem in question, putting the situation in a normal functioning condition.

Table 39: Final decision implementer

Quote	Life-story aspect	Theme	Category
"I presented to the class only that part of the project where I worked." (Respondent D-27, personal communication)	EE	Disciplined actions	Final decision implementer
"I have never cheated during an exam, either by pointing to the other student for a question or by asking for help with a particular question." (Respondent D-8, personal communication)			
"I never have manipulated an information when I used in a given context." (Respondent D-13, personal communication)	ESE	Non-change of the content of the decision	
"When I was given a task by a person to do for society, I worked to accomplish it if I accepted that task." (Respondent D-19, personal communication)			
"My father advised me to share every mistake or a success with my family." (Respondent D-16, personal communication)	ISE	Reporting the personal performance	
"My father gave me a symbolic gift for every success, after I had told them the story in detail." (Respondent D-1, personal communication)			

(table continues)

Quote	Life-story aspect	Theme	Category
"I am now preparing a short-term plan with the activities for the projects and tasks I have to complete for the first half of this year." (Respondent D- 14, personal communication)	PE	Setting up the activities	
"I present the schedule of this year's festive dates and also make public for the media the program for each festive date." (Respondent D-35, personal communication)			

Source: Own work.

Final decision implementer – This means that the respondent will take responsibility for implementing parts of the decision from a document in written form in practical work, with the sole purpose of changing the situation in favor of the organisation's interests. The respondents used their role to define the context of the problem to handle critical incidents related to disciplined actions, non-change of the content of the decision, reporting the personal performance, and setting up the activities. Thus, their experiences have resulted in building the respondents' personal values to be ready to define the context of a problem in a decision-making process.

In the coding process, the category "Final decision implementer" was shaped by themes of disciplined actions, non-change of the content of the decision, reporting the personal performance, and setting up the activities:

Disciplined actions – This means that the respondent must implement the decision based on the directives set after the final decision's approval by all members. Some of these directives are implementing the decision only for the part under his/her responsibility, not preventing others from implementing their parts, and respecting the deadline for implementation. Some respondents, through telling their stories, have identified some negative critical incidents in which the respondent did not take responsibility for implementing the decision. Then the implementation of the decision did not succeed, so the respondent felt stressed, ineffective and inefficient. In critical positive incidents, the respondent has shown cohesion in his/her actions, and the decision has been realised in time, so the respondent felt correct and motivated for success.

The first code is "I presented to the class only that part of the project where I worked" (Respondent D-27, personal communication). The respondent indicates through this event

that he/she is committed to interpreting only that part of the project he/she had worked on. This means that the person will stay loyal to their work and take responsibility, not avoiding the challenges that arise during the presentation. In this way, the respondent is coherent in implementing any activity related to the work he/she is committed to performing. Thus, the respondent, even in interactive decision-making processes, executes each step of the project for which the respondent is responsible, not letting others do his/her job, which would create confusion and lose the harmony between the respondent and other members.

The second code is "I have never cheated during an exam, either by pointing to the other student for a question or by asking for help with a particular question" (Respondent D-8, personal communication). The respondent, through this event, shows that everyone must act authentically, which means not acting based on the knowledge, work, and skills of others. Within an interactive decision-making process, the respondent acts the same by implementing only that part of the decision-making related to his/her or her contribution. The decision is made unanimously. The implementation of a decision should not lose its original form by allowing the intervention of others to make any minor changes or by interfering in the implementation process due to personal interests.

Non-change of the content of the decision – This means that the respondent will not change any part of the content of the decision during the process of implementing the decision. The final decision is made up of different parts that approach the different elements of the problem. Changing the content of one part can affect others in the implementation of the decision. Through telling their stories, some respondents have identified some negative critical incidents in which the respondent changed his/her decision and, as a result, created a challenge that had to be solved with new decisions. In critical positive incidents, the respondent had no problem or challenge in implementing the problem.

The first code is "I never have manipulated an information when I used in a given context" (Respondent D-13, personal communication). The respondent indicates through this event that a decision contains a wide range of information in the form of directives. Due to unavoidable circumstances, these directives should not change during their implementation in practice. If a directive does not apply, the respondent will initiate a new discussion with colleagues to amend a decision. Thus, the primary decision is implemented in its original form and not by modifying it along the way.

The second code is "When I was given a task by a person to do for society, I worked to accomplish it if I accepted that task" (Respondent D-19, personal communication). The respondent, through this event, shows that a task must be done according to the original content, and it is the right of the person to decide whether to do it . However, the person must make this decision at the right time. The task must be implemented as provided by the decision.

Reporting personal performance – This means that the respondent will prepare a report on his/her performance during the decision implementation process. Thus, the respondent has identified the decision's challenges, shortcomings, and positive sides. A new situation has been created due to the implementation of solution. Some respondents, through telling their stories, have identified some negative critical incidents in which the respondent did not assess the situation after the implementation of a project or decision and, as a result, was not sure that the transformation of the situation was a positive effect of his/her decision. In contrast, in critical positive incidents the respondent has analysed the effects of the implementation of the decision by identifying the new factors of the new situation created.

The first code is "My father advised me to share every mistake or a success with my family" (Respondent D-16, personal communication). The respondent, through this event, emphasises the importance of information about the negative or positive effects of an action that the respondent has performed at a given moment. Reporting personal performance is necessary to avoid as many as possible negative effects of a decision after its implementation and to create a protocol on how to address the same problem if it appears in the future within the organisation.

My second code is "My father gave me a symbolic gift for every success after I had told them the story in detail" (Respondent D-1, personal communication). The respondent indicates through this event that his/her reporting has benefitted him. Therefore, after a decision is implemented, the respondent reports his/her performance. As a result, he/she gains the trust of others, and he/she has strengthened his/her position within the organisation by achieving success in the field in which he/she has acted. However, even if he/she has identified problems, he/she has shown the ability to identify them in time, helping the organisation to avoid the negative effects of the decision and prevent them from becoming complex problems for the organisation.

Setting up the activities – This means that the respondent has to define some personal actions which the respondent concludes facilitate the implementation of the decision. These activities should not change the action guidelines at the end of the decision-making process. Some respondents, through telling their stories, have identified some negative critical incidents in which the respondent did not show his/her creativity during the implementation of the decisions, and so the decision took longer to be implemented. In contrast, in critical positive incidents the respondent was creative in actions during the implementation of the decision without violating the preliminary plan decided by the board of directors, and the decision was implemented within an optimal time.

The first code is "I am now preparing a short-term plan with the activities for the projects and tasks I have to complete for the first half of this year" (Respondent D-14, personal communication). The respondent, through this event, says that he/she has learned that the best way to make progress after the decision-making process is that each participant should

break down the directives of the decision into concrete activities. Then these activities are carried out according to a plan compiled by the respondent or other participants individually.

The second code is "I present the schedule of this year's festive dates and also make public for the media the program for each festive date" (Respondent D-35, personal communication). The respondent, through this event, shows that all the activities identified by him/her are presented to others. Thus, transparency becomes strong, and, in this way, it is possible to audit the post-decision work to assess the degree of progress in implementing the decision directives in practical form.

5.4   The components forming a life story

I concluded from the empirical data I collected during the interviews that a life story comprises three main components. The first component of a life story is the dimension of time in which the event occurs and develops. The second component of a life story is the external factors or the circumstances of the event (the place where the event occurs, who is participating, the environment, and everything else). The third component is the information considered the final product, and can be explained as the personal conclusions derived from personal observation of that specific event.

Table 40: The components forming a life story

Codes	Theme	Category
Convenient time, Creating conditions for action, The issue is in trend, The issue for discussion is foreseen and decided, The event takes place in coincidental form	Momentum	Dimension of time
Childhood events, Events at the time of schooling, Events in the time spent with friends, Events in time spent with family, Events spent during working hours, Time of entertainment, Reading time, Walking time, Time of meditation	Time of development	

(table continues)

Codes	Theme	Category
In school, In family, At work, In city, In cafeteria, In park, In mountains, In foreign country.	Location	External factors
Labor issues, Social issues, Political issues, General discussion	Topic	
Sister, Brother, Father, Grandmother, Grandfather, Mother, Friends, Enemies, Colleagues, Foreigners, Boss, Customers, Dean, Professor, Teacher, Student	Participants	
Vocabulary, Native language, Foreign languages, Expressions, Words, Opinions, Arguments.	Language	
Municipal laws, State laws, Social traditions, Family traditions, Work rules, School rules	Law regulations	
I understood the nature of the conversation, I understood the tendencies of the other participants, I understood destructive persons, I understood constructive persons, I understood the wishes of the participants, I understood the contradictions of the participants	Contextual information	Information

(table continues)

Codes	Theme	Category
Personal knoweldge, Information from school materials, Personal knowledge from professional experiences, Personal knowledge from family experiences, Personal knoweldge from experiences in society	Participant's knowledge	
Repeated information, Clarified issue, Meaningful information, Credible information	Matured information	

Source: Own work.

These components of shaping a life story are equally important and necessary for validating its content. Without considering these three elements, elements of a life story cannot enter another stage of development, such as its positioning in a life-story aspect.

5.4.1   The dimension of time

A life story is a sequence of the narrative that a person represents. A life story has some specifics which are unique and are separated from other life stories that a person has experienced during their life. One of these specifics is the dimension of time of the occurrence of a life story. A life story has a beginning of its unfolding, and a life story does not last indefinitely; there is a limited time for its development and occurrence. The moment of occurrence of an event is when a person has the opportunity to contribute to the development of its content through his/her or her activation in various forms. Therefore a life story, considering the beginning and end of its development, presents an opportunity for the person to benefit or not.

Figure 8: The dimension of time

The period of momentum creation	The duration (time) of the development of a life story ⟵————————⟶	The effects of a life story after the end of the development cycle
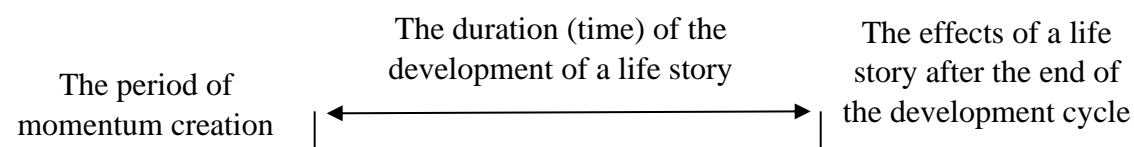
Source: Sternberg (2008, p. 363)

Based on my empirical data, the reason for the emergence of a life story may be the effects deriving from the developments or dynamics of other stories in the past. The effects of a life story after its closure are long-term and cannot be changed until the moment that it cannot cause (participants see any reason to take an active part in other events with the same content) the opening of a new life story, but if a new life-story is open, then with the activation of the persons involved in it, new content can be created, so that new effects are produced and can replace the old ones. This means that the content of an event will start to fade with the participation of people in new events, because the conclusions drawn from the new event can be subjective, more transparent, more complete, and closer to the truth, always according to the respondents.

Table 41: Statements of respondents about the dimension of time as a component of a life story

Participant	Comment
Respondent D-1, personal communication, July 03, 2020	A life story has existed because a momentum was created and my involvement was made possible by the opportunity that I have had to act within it.
Respondent D-12, personal communication, February 24, 2021	The duration of a life story was limited and the moment I understood its closure was when my activities within it were not important anymore.
Respondent D-34, personal communication, February 25, 2021	The effects of a life story are present to a person for that period of time, until the new life story within the same context would be an added content that can change the effects of the previous life story.

Source: Own work.

5.4.2 External factors (Circumstances)

A life story begins to exist at the moment when the momentum is created for the participants to influence the construction of its content actively, thus giving shape and thus producing the effects of a life story in the future perspective for the participants and beyond. This momentum is made up of existing circumstances in which a life story takes shape. The existing circumstances of a life story are external factors manifested as free constructs that wait to transform their shape of meaning to participants and beyond.

A person can influence the creation of the circumstances of a life story, but the form of their appearance does not occur according to that person's need. They can be in different forms,

and they may be unfavorable circumstances for the person at first. However, the person with his/her activism within that event starts to build content from which he/she or she can benefit for personal purposes. External factors of a life story include, among others, specifics of locations, the topic, natural phenomena, language, participants, and legalregulations.

Figure 9: The external factors
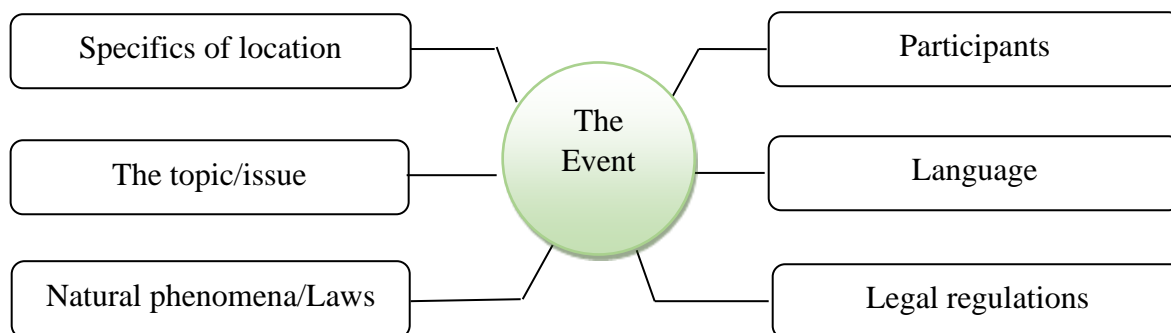
Source: Own work.

The size of a life story is the limit within which the circumstances for its development are created. External factors determine the size, and the more factors there are, the larger and more complex the life story is. Therefore, the size of a life story or its complexity is measured by the presence of external factors that influence the activity of the participants to build the content of that life story.

Table 42: Statements of respondents about the external factors as a component of a life story

Participant	Comment
Respondent D-15, personal communication, November 20, 2019	A life story takes place within a certain context and that context may not be favorable to a person at first, but his/her ability to change things within that story is innumerable.
Respondent D-16, personal communication, July 08, 2020	External factors of a life story are factors that are not related to the participants in the story, so they arise in an autonomous form, but then with the activation of the participants they can change form.
Respondent D-2, personal communication, September 22, 2020	An event takes place in a certain location, which has unique specifics and creates the first impression for the participants, regarding the nature of the event that he/she has to face.

(table continues)

Participant	Comment
Respondent D-34, personal communication, February 25, 2021	The topic of discussion at an event is revealed by the presence of a problem or by the general will of the participants.
Respondent D-4, personal communication, October 08, 2020	An event occurs due to the dynamics of people's lives, in which there is no problem to participate or due to the evolution of natural conditions in time (natural changes), in which the participation of persons would extremely be difficult.
Respondent D-28, personal communication, February 23, 2021	In a certain event there is diversity (cultural, educational, etc.) of persons who cannot be controlled by the desire/needs of a certain person.
Respondent D-36, personal communication, February 26, 2021	All participants use their preferred physical and verbal language to give certain messages or arguments, which then everyone should be able to decipher them.
Respondent D-26, personal communication, September 23, 2020	An event may take place within certain restrictions or rules devised by the society within which the event is taking place.

Source: Own work.

External factors consider all the characteristics of a life story without including the participants' activities. The participant is not involved as an external factor because a life story can exist even without that person's participation. Although a person has the opportunity to choose whether he/she wants to participate in the event, its existence is not measured by his/her presence in it. External factors are within the realm of a life story, but are created independently and are not with participants' intentions. After the moment of creation of those factors, the participants are served by intervening with their skills and knowledge to change the reality of these factors.

5.4.3   Information

Within the domain of a life story, there is information derived from the participants' knowledge, and information derived from the existing circumstances of the event, and new information emerges from the dynamics within life history. Therefore, within a life story, three basic types of information produce mature information after the closure of developments within the event.

Figure 10: The information within a life story

Information as a derivative of the circumstances from which the event takes shape

Information as a derivative of the knowledge of the participants in the event

New information emerges from the dynamics of the event

Matured Information
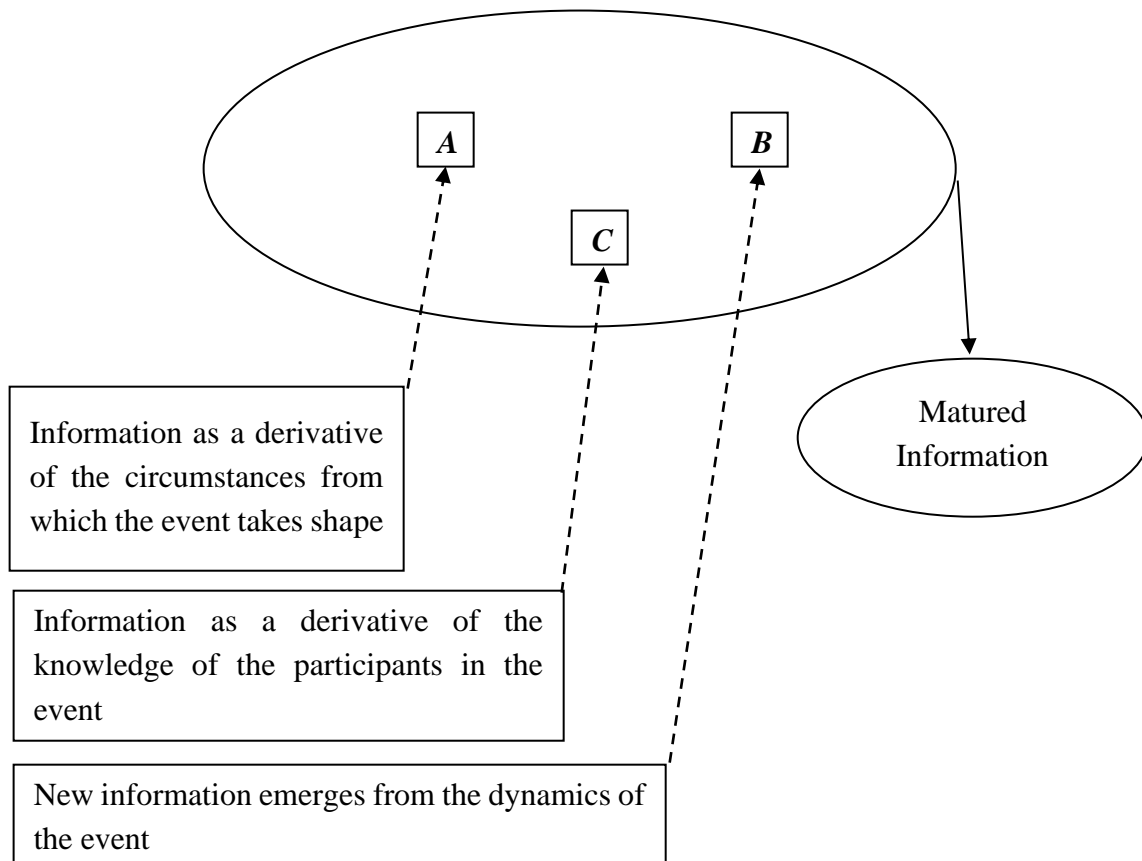
Source: Own work.

Within a given event, there are three forms of information, marked A, B, and C in Figure 10. Two of these forms are related directly to the factors within the event. The participants and other circumstances through which the event occurred are two sources of information, Points A and B, respectively. Therefore, these two points are information that is conveyed and that is not gained within the development of the event. Point C involves the information obtained during the events development and that is not transmitted. This information then is transferred to a more advanced instance, which I have termed a life-story aspect. In subsequent development of this topic, I present the factors that build a life-story aspect and its role. This information gained can have a negative effect, a positive effect, or a mixed effect. Therefore, the effect of this information gained is not the same for all participants in the event.

Table 43: Statements of respondents about the information as a component of a life story

Participant	Comment
Respondent D-13, personal communication, November 14, 2019	The difference between events exists because of the information that moves from within and because of the

(table continues)

Participant	Comment
	worldview that was created by the development of activities within a certain event.
Respondent D-34, personal communication, February 25, 2021	The worldview gained by the participants to describe a certain event can be described as an advancement of the quality of information and that guarantees the personal advancement of the participants in their future activities, after the completion of that event.

Source: Own work.

5.5 The components forming a life-story aspect

I collected what I gained from empirical data through interviews with the sample to prepare to study the topic; I developed a logical statement that specifies the primary component that shapes a life-story aspect and what makes the distinction between a life story and a life-story aspect. A life story explains how the factors (including the dimension of time, circumstance, and information) shape the internal values of a person. A life-story aspect is the internal worldview about how to see and deal with the current situations and the transformation of situations in the present and future.

Table 44: The components forming a life-story aspect

Codes	Theme	Category
Participants from event to event are different; Participants in the event may be known or unknown; Some of the participants in the event are the protagonists whereas others have no key roles; Participants may be present spontaneously or there may be participants who are intentionally involved; Participants in the event may be invited or uninvited	Participants in the event	Environmental characteristics

(table continues)

Codes	Theme	Category
The event takes shape when opportunities for constructive discussion arise, Participants have an issue of interest to address, The event corresponds to the ambitions and personal interest of the participant, The issue within an event relates to the personal values of the person	Circumstances	
The event takes on a negative connotation for the participants; The course of the event meets the interests of the participants; Opposing views and disagreements are created between the participants; Due to the destructiveness of one participant, other persons take a defensive stance; The course of events creates alliances between participants but also opponents	Events dynamics	
The participant is not clear about the topic being discussed, The participant does not understand the tendencies of other participants in the event, The participant does not understand the results that are emerging and their role in fulfilling his/her personal interests, The participant	Confusion	Perception of information

(table continues)

Codes	Theme	Category
does not understand if the event is appropriate to include, The participant does not understand the objections of others		
The participant feels intimidated within an event, The participant feels irritated, The participant cannot focus, The participant fails to develop communication with others	Anxiety	
Participants are not at the right level for discussion with me, Participants are destructive, I see no benefit from my participation in the event, I feel as though I am wasting my time without achieving anything in return, I was not able to benefit from the participation of a particular person because the number of participants was large and I did not have the opportunity to have a more direct conversation with the person	Demotivation	
The participants in the event had the power to negatively influence my ambitions, The outcome of the event could dictate my future, The event was a trap	Fear	

Codes	Theme	Category
that could undermine my progress, The participants were well informed and I felt I could be wrong, The outcome of the event had consequences on my personality, I did not see a way out of that event I could not avoid		
The information is useless, the information did not meet my expectations	Pessimism	
Information has guided me to achieve my goals, I wanted to take part in more such events, The information has clarified some of my doubts, The advice was appropriate, Directives are needed	Optimism	
I have been very involved in the discussion leading the topic, I respected the opinion of others and also added something of myself to contribute, I felt that the discussion was serving to achieve the common goal, I was ready to sacrifice something of myself to achieve the common goal		
The participants were honest, The information was clear, The information provided by the participants	Obvious	

(table continues)

Codes	Theme	Category
is ambiguous		
I have tried with my contribution to add value to advance the arguments presented in the event, I did not present myself as the protagonist when the others arguments were more convincing, I agreed to conduct research for other people's ideas	Teams assistance	Sustainable actions
Accept the ideas of others as an opportunity to achieve common goals, I compromise on things that are not an existential priority for me	Flexibility	
Group work means compromise, The decision of the majority must be respected	Common solution	
Documented arguments are not ignored, The ambitions of the other should not be underestimated, The others advisor should be considered, The person with the greatest achievement must know his/her position, Consent to a decision should no longer be insincere	Harmony	
The decision should produce positive short-term, medium-term and long-	Problem solving	

(table continues)

Codes	Theme	Category
term results; The decision must be implemented immediately; The change to the problem before and after the decision should be assessed		

Source: Own work.

A life-story aspect is related to the meaning-making system of a person. The main distinction is that a life story is dependent totally on the context, including time, circumstances, and the dynamics that give the direction of that event during its development, and the information is the final product that a person is served. The main components that form a life-story aspect are:

1. **The environmental characteristics** – These are the specifics of a real-time situation (present tense) which trigger the person's reaction.

2. **The perception of information** – This is the way information is perceived through reading the specifics of a concrete situation in the present.

3. **Sustainable actions** – The person is aware about the final conclusions and knows how to use the information appropriately without causing contradictions or negative effects in real situations.

5.5.1   The environmental characteristics

The person obtains the environmental characteristics after he/she has actively been part of that event. The characteristics are identified and filtered from its rubbish elements or the unmeaningful part of its construct. This means that the environmental characteristics contain no elements other than those that relate precisely to the issue within the event. Therefore the environmental characteristics are explicit information, and these are classified as the information that takes its complete form by being transparent, credible, and substantive for the person. The environmental characteristics are advanced information obtained from direct participation, and not indirect involvement (heard about that event by somebody else) of a participant. The environmental characteristics are composed of three main parts: participants in the event, information about the circumstances in which the event takes place, and the dynamics of the event.

Figure 11: The environmental characteristics
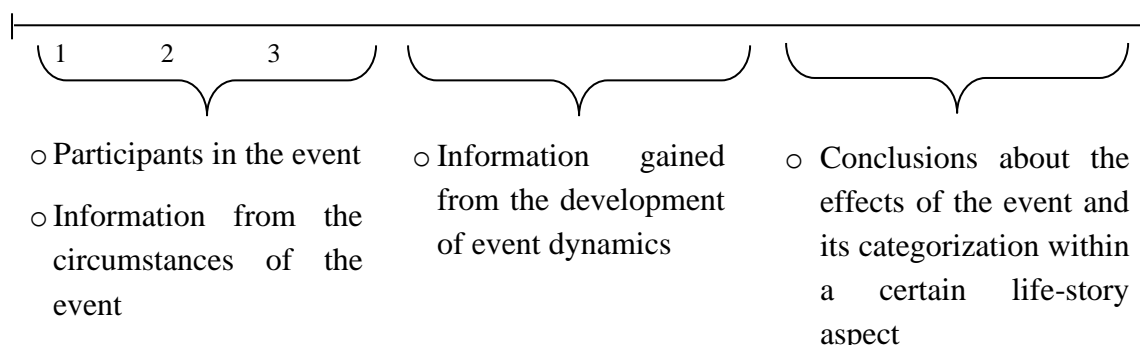
Source: Own work.

The environmental characteristics are presented in the form of the information that the person who was a participant obtained from the event. Once an event is developing, the participant comes to different conclusions about the characteristics of that event. Each participant reaches different conclusions about the meaning of the event. This is because each person's knowledge and perception of the circumstances of the event are different. Therefore, the information obtained is not the same when interpreted by the participating persons, but that does not mean that the difference is profound and completely different.

The environmental characteristics are the first stage of developing a category of personal worldview on the nature of issues. This stage helps a person to accurately identify the source of personal knowledge, which will serve the person to be confident and decisive during interpreting issues. At this stage, it is possible to elaborate on the form in which the new information is presented to a person. As a consequence of this phase, the person is aware of his/her subjectivity concerning the conclusions he/she makes about the characteristics of that event in the present. This category of personal worldview in this dissertation is presented as a life-story aspect.

Table 45: Statements of respondents about the environmental characteristics

Participant	Comment
Respondent D-12, personal communication, February 24, 2021	The environmental characteristics are the data for a situation received from the participant within a given event.
Respondent D-34, personal communication, February 25, 2021	The environmental characteristics are identified as a result of data collection in direct form (participating in event) and not through other secondary forms.
Respondent D-4, personal	The environmental characteristics are identified by the data

(table continues)

Participant	Comment
communication, October 08, 2020	related to the circumstances in which the event is taking place. The data emerges from the development of activities within the event. This continues until the end of the event when participants cease their activities within the event and begin to conclude a reflection to measure the development of that event and measure his/her performance within it.

Source: Own work.

5.5.2   The perception of information

First, a person's subjectivity depends on the person's perception of specific information. For example, if two persons see a picture, they have different explanations. This component of a life-story aspect is related to the meaning-making system of a person. After the information is categorized within one of the life-story aspects of a person, he/she will start to link the components of the information obtained from the event with the current information within one of his/her life-story aspects. In that part of processing the information, the person would feel:

1. **Confusion** – The person will encounter difficulty linking the new information with the existing information within one of his/her life-story aspects.

2. **Anxiety** – The person feels anxiety because of time constraints that exist within that context.

3. **Demotivation** – The person will be demotivated as a result of not being able to link the new information with the existing information within one of his/her life-story aspects.

4. **Fear** – The person fears not being able to understand his/her inner values.

If the person can link the new information with the existing information within one of his/her life-story aspects, then he/she can

1. understand all the characteristics of the information in its original form, without distorting its content;

2. understand the relevance of that new information to other information, which has similarities, within a certain life-story aspect;

3. understand the uniqueness through identifying the differences in the characteristics of that new information compared with the characteristics of other information within one of his/her life-story aspects; and

4. identify similarities and differences between the characteristics of that new information with information positioned in other life-story aspects of that person.

Table 46: The meaning of precepted information

Participant	Comments
Respondent D-13, personal communication, November 14, 2019	Precepted information is a process that defines the content of new information and its relevance to the characteristics of other information that a person possesses in his/her mind in general.
Respondent D-15, personal communication, November 20, 2019	The ability to understand the positive and negative consequences of new integrated information to a personal life-story aspect is considered as a process of its perception by a person
Respondent D-4, personal communication, October 08, 2020	Understanding the information in its full original form, without being confused about its content during the evaluation process.

Source: Own work.

Table 46 present some of the definitions derived from the empirical data I collected through semi-structured interviews with directors to clarify the meaning of "precepted information" used in this Ph.D. dissertation.

5.5.3   Sustainable actions

The sustainability of a life-story aspect is related to the results produced during the process of participation of a person in a collaborative decision-making process. The original contribution of a person in a collaborative decision-making process and the results produced by considering his/her qualitative actions is the way to analyse and measure the level of transformation of a specific situation and understand its effects on the team and beyond.

A life-story aspect is a collection of approximate values in the form of information, which serve to create the necessary worldviews and mechanisms for a person and then to be activated qualitatively in a decision-making process, and consequently must produce:

1. **Assistance for the team which has the same objective** – Leadership members have come together to resolve a particular issue. Therefore, the authentic contribution of each member in the part of the problem that he/she is responsible for solving, can be considered as assistance to achieving the common goal.

2. **Space for each leadership member not to feel harmed by his/her movements** – The information that emerges from a life-story aspect of him/her is not allowed to be the cause of distorting the contribution of others. This information must be located correctly during the process of its use, which means that it is allowed to be used only within the bounds of the obligations that the person has within that decision-making process.

3. **Results that complement that part of the common puzzle** – The personal results of a leadership member must naturally be accommodated within the final solution, which is the product of all members of the leadership process.

4. **Harmony between group members** – Personal information positioned within a life-story aspect should not be a hindrance for others when using it in a collaborative decision-making process.

5. **Problem-solving** – The end result of a leadership member coming from his/her authentic contribution, through the process of using the information from his/her life-story aspects, should correspond to the main goal of the team, and also should produce the required transformation without causing side effects/damages.

A leadership members use of personal aspects of life-stories should produce concrete and productive results, which should not cause side effects when implementing the solution to the problem, which has been the group's goal. Information derived from the life-story aspects of a leadership member should not be a barrier for other leadership members to show their potential. It also should be a reason to create a positive work environment with others.

5.6   How the collaborative decision-making process develops collective leadership

Collective leadership develops due to dynamics within a collaborative decision-making process. The mistakes made within that process are avoided in other decision-making processes. The lessons learned from a decision-making process will be used in another decision-making process in the future in which the problem is within a similar context. The quality of the collective values built within a collaborative decision-making process changes over time. This section presents data explaining how collective leadership development emerges from the participants' activities within a collaborative decision-making process.

Table 47: Collaboration of leadership members develops collective leadership.

Codes	Theme	Category
Talking, Argument, Debate, Elaboration, Description, Feedback, Counter-	Communication	Managing the common challenges within the process

(table continues)

Codes	Theme	Category
argument, Information, Logic		
The truth of argument, Facts, Quotes, Evidence	Critical argument	
Innovation, Alternatives, Imagination of reality, Imagination of solutions, Brainstorming for components of the problem	Creativity	
Information, Scientific data, Professional knowledge, Secondary data.	Knowledge	
Unimplementable decision, Lack of cohesion of actions, Failure to implement solutions, Inconsistency of the decision in relation to the solution of the problem	Late solutions	The optimal time for finding a solution
Limited time, The need for more time, Optimal time, the fulfilment of tasks within the previous time, Full focus on the issue	Time consumption	
Valuable for handling the case, Competent, experienced before, Expert	Selection	The person's approach to the decision-making process
Constructive, Facilitating, Good listener, Respect for others, Equal engagement with others, Serious handling of the issue	Attitude	
Focus on the general interest, Sacrifice of	Ego	

(table continues)

Codes	Theme	Category
personal interests, Commitment to collective aspirations, Respect for the contribution of others, Demand for recognition of personal values, Recognition of the values of others		
Reading evidence, Reading official documents	Reading	Strengthening the authentic values of the leadership member
Reading books, Reading scientific papers, Reading documents outside the organisation	Researching	
Conversation with an expert, Conversation with non-participating members in the process, Conversation with a member outside the organisation	Consultation	

Source: Own work.

Managing the common challenges within the process – This means that each member of the leadership is responsible for fulfilling his/her or her obligations in favor of the decision-making process in general. With the fulfillment of personal obligations in a natural way, the decision-making process will be advanced to such a degree of success that the leadership members will examine the problem in question in record time and will also build an action protocol for other cases within the same context. The challenges that eventually will be presented are due to the stagnation of individual action within the process, which then will be reflected in the collective action. At the very end, the process will not reach the level of success in which the leadership members can create a solution to the issue that also would apply in other cases.

In the coding process, the category "managing the common challenges within the process" was shaped by themes of communication, critical argument, creativity, and knowledge:

Communication – This is one of the challenges of leadership members. Within a collaborative decision-making process, a member of the leadership must be able to create logical reasoning when examining the problem and produce real solutions to the problem in question. Communicating the argument in a complete, logical, and realistic form to others will be considered the completion of the puzzle of which the other members also are a part. In this case, the other leadership members will not be confused, and it will help them attach their pieces to this puzzle easily.

Critical argument – This implies that during participation in a collaborative decision-making process, the leadership member must provide facts within his/her speeches, creating credibility among the leadership members without needing everything to be verified. In addition, a member of the leadership must offer opposition with facts if he/she considers that a colleague is incorrect. This way, the flow of thoughts, their cohesion, and the connection of personal thoughts with the collective ones are maintained, thus formulating common conclusions.

Creativity – This means that within a collaborative decision-making process, the member of the leadership has the freedom to display creativity in the preparation of solutions. However, their creativity must be in the service of opening the analytical range at the service of all members. This type of creativity is characterised by the respondents as a movement of discussions to avoid becoming stuck on one point of view, but rather to see things from different perspectives.

Knowledge – This means that within a collaborative decision-making process, the person offers a contribution that relies entirely on his/her knowledge obtained throughout his/her life and not through borrowing from other leadership members. Within the collaborative decision-making process, action is independent, but the results of individual action translate into shared values. Therefore, a common conclusion is drawn as a result of the data provided by each member of the leadership.

The optimal time for finding a solution – This means that the leadership members within a collaborative decision-making process share the responsibilities related to examining an issue and finding its solution. Therefore, less time is spent by the members, and the decision-making is faster. Thus, conditions are created for the leadership members to produce solutions for the issue in question in a relatively short time. In addition to the division of responsibilities for each member, a deadline is set which the leadership members must respect, so the collective responsibility for examining and finding a solution increases. Therefore, it is considered that the collective ability to respond to problems at the optimal

time is a consequence of a collaborative decision-making process among the leadership members.

In the coding process the category "Optimal time for finding a solution" was shaped by themes of late solution and time consumption:

Late solutions – This means that deciding on the change of circumstances creates non-productivity in implementing the solution. Therefore, because the leadership members, through the division of responsibilities and the setting of deadlines, manage to give an adequate response within the existing circumstances, they create conditions to achieve success as a team.

Time consumption – This means that each of the leadership members within a collaborative decision-making process manages his time by adapting to the dynamics within the process so that if his/her work is of greater importance, it is not an obstacle for others. Therefore, the time spent plays an essential role in maintaining the cohesion of the groups work. Therefore, spending individual time plays a role in developing collective abilities to give adequate answers at the right moment.

The person's approach to the decision-making process – This means that each leadership member in a collaborative decision-making process is selected according to some essential criteria, which is immediately reflected in the collective performance of its members. Individual behaviour, ego, and attitude are components that directly affect the level of performance at the collective level. If the selection of people is based on some criteria, and the members show constructive behaviour, have a serious attitude towards the handling of the issue, and do not show selfishness, the collective values appear where they advance in success for the group.

In the coding process the category "The person's approach to the decision-making process" was shaped by themes of selection, attitude, behaviour, and ego:

Selection – This means that the leadership members within a collaborative decision-making process are selected based on their knowledge of the issue and ability to create solutions, so that all the selected members show their expertise to reach common conclusions and also are compatible based on the individual facts presented.

Attitude – This means that each leadership member within a collaborative decision-making process shows a willingness to contribute authentically, showing interest in the values of others. This builds credibility and interest in finding a collective compromise on the issue, without distorting personal values.

Ego – This means that each leadership member within a collaborative decision-making process, by controlling personal interest, focuses their personal values to serve the general interest. Thus, by limiting the manifestation of the ego, they give precedence to the collective

values. The ego is limited by taking responsibility for the part of the problem with which the member is involved, making an effort to not be an obstacle to the completion of the decision-making process.

Strengthening the authentic values of the leadership member – This means that after a person manages to understand his/her deficiencies, he/she continues with their improvement, which results in the development and advancement of collective values. Participation in a collaborative decision-making process can be achieved with the understanding that new values are needed to advance the collective skills for dealing with the problem in question, so the members are committed to advancing these values by receiving new information.

In the coding process, the category "Strengthening the authentic values of the leadership member" was shaped by themes of reading, researching, and consultation:

Reading – This means that each leadership member, when they encounter something unknown, starts reading materials that clarify it. By reading adequate materials, it is possible to add information–hat will result in new knowledge about the problem in question.

Researching – This means that within a collaborative decision-making process, each leadership member conducts scientific research that does not necessarily directly explain the components of the problem in question. This information in a direct form will be for all leadership members a source of new knowledge that is valuable for discussion and essential for the advancement of their activity.

Consultation – This means that each member of the leadership within a collaborative decision-making process is committed to consulting with different experts, from whom they will gather the information that will develop the collective skills to make appropriate decisions.

All these elements show that the activities within an interactive decision-making process carried out by each participant directly result in the construction and development of collective values in continuity.

6 DISCUSSION AND RECOMMENDATIONS

I used the qualitative research method to examine the nature and content of the four life-story aspects and how and why they shape and develop the collaborative features of a leadership member. I used a semi-structured interview with a sample size of 36 directors, 28 followers, and three experts to understand the matching area between empirical data and theoretical constructs. I have presented my research methodology in Chapter 3; my analysis and findings are detailed in Chapter 4, and the results are presented in Chapter 5. This chapter discusses these empirical findings to highlight my contribution to the body of knowledge. The end of this chapter presents my conclusions. In the form of a summary, I interpret the

results, identify the possible implications of applying the findings in practice, and provide recommendations for other scientific research related to this complex leadership development process.

6.1   Discussion

All the data I collected during the process of conducting the empirical studies were coded and interpreted without loss of their original content. All the data were used to provide answers to the questions and sub-questions related to the topic of my Ph.D. dissertation, and these answers are presented in this section. Furthermore, I present some additional findings from data analyses through many methodological techniques. I made the following additional findings:

o Additional Finding 1 – Leadership development is a complex and continuous process, and not an outcome.

o Additional Finding 2 – Leadership development is active if each leadership member is aware of the existence of their personal values.

o Additional Finding 3 – Why respondents have emphasized the word or term "aspect" and not another word or term.

o Additional Finding 4 – Why life-story aspects are limited to four.

I present the contents of each of the additional findings herein.

Additional Finding 1: Leadership development is a complex and continuous process and not an outcome.

Leadership development is complex because within it are intertwined multiple processes from the individual and the collective levels. Day (2000) argues that leadership development studies the intrapersonal core values of a leadership member at an individual level and the interpersonal activities of members of the leadership process at a collective level.

In line with this argument, Vogel, Reichard, Batistič, and Černe (2021) describe leadership development as the advancement of leadership capacities at a collective level. Similarly, Velsor, McCauley, and Ruderman (2010) claim that leadership development is an extension of the collective leadership capacity that produces direction, coordination, and commitment.

Day, Fleenor, Atwater, Sturm, and McKee (2014) argue that a division has been made between leadership development and leader development. Wallace, Torres, and Zaccaro (2021) argue that the collective level of leadership development includes a significant number of sub-levels, such as dyads, groups, or processes between many groups, organisations, or even society in a broader spectrum. Therefore, unlike the individual level,

in which the focus is entirely on the development of the personal core values of the person, at the collective level there are several sub-levels, all of which separately are developed some unique leadership processes.

My study findings oppose the argument that leadership and leader development are two different concepts that should be studied separately. Leadership at the collective level is developed based on the development of a person's core values at an individual level. Therefore, in the beginning, the person advances his/her values, including vision, goals, knowledge, skills, abilities, etc., and then passes to the collective level, in which, through being aware of personal values, he/she uses them while collaborating with others in a decision-making process. Personal values begin to be built in childhood. From that time, a person begins to build his/her values as a leader. Over time, these values take the required form, and at the same time, the person becomes increasingly aware of their existence within him/herself. Then, in a completely authentic way, the person connects his/her values with the values of others.

My results show that leadership development is a complex and continuous process because it starts with building the values of the person from his/her or childhood and continues with the advancement and improvement of these values during his/her life, reaching the level of being aware of the content of the values he/she possesses and using them in interaction with others at the collective level. Therefore, based on my results, leadership development at collective level cannot advance or progress if personal values at the individual level are not developed.

Additional Finding 2: Leadership development is active if each leadership member is aware of the existence of their personal values.

Weiss, Razinskas, Backmann, and Hoegl (2018) state that a leader acts by expressing him/herself according to his/her thoughts, knowledge, feelings, and goals. If a leader does not know his/her values or is confused about them, he/she fails to behave in an authentic form. Consequently, he/she cannot express him/herself authentically at the collective level. Weischer, Weibler, and Petersen (2013) mention that a person's authenticity is related to his/her values and not to the imitation of the values of other persons. The leader cannot progress in building his/her capacity to interact with others unless he/she can be authentic in action. Avolio, Luthans, and Walumbwa (2004) confirm that a person is authentic when he/she is aware of his/her values. According to Steffens, Mols, Haslam, and Okimoto (2016), being aware of personal values by using them effectively means that the person shows a high degree of self-awareness and self-regulation while interacting with others and can identify their deficiencies and reach precise conclusions about how to improve them in the future.

Penger and Černe (2014) argue that a person should be able to process the information about him/herself (values, beliefs, goals, and feelings) and have a well-formed identity, acting according to identity values.

Neider and Schriesheim (2011) reveal the person's condition regarding being aware or unaware of his/her values by emphasizing that the person should be his/her true self; a person is a true self when he/she manages to appear according to the values that he/she possesses, whether they are negative or positive. Furthermore, to be an authentic self, the person first must understand his/her values to avoid being confused in a decision-making process.

My study findings confirm those from the literature that leadership skills and knowledge cannot be developed if the person does not focus on understanding his/her personal core values. Being aware of personal values means that the person first must identify his/her desires, goals, knowledge, and skills. he/she must understand his/her vision. Eventually, he/she can know how to act in leadership processes. When a person is aware of his/her core values, he/she also will understand the existing gaps and where he/she should invest more in him/herself:

1. the person knows how to set his/her priorities in terms of both personal and professional life;

2. the person is aware of the limits of his/her personal core values;

3. the person is aware of the advantages of his/her personal core values;

4. the person expresses greater self-confidence while participating in a decision-making process by not being confusing, passive, and destructive in relation to the process;

5. the person knows how to connect and harmonize personal knowledge, skills, beliefs, thoughts, goals, and vision; and

6. the person knows how to become authentic (act, behave, think, analyse, etc.) at any place, moment, and process in his/her life.

Acting based on external values and not being aware of the existence of personal values means that

1. the person is not clear about the path to be followed to achieve a certain goal;

2. the person fails to understand the difficulties of the process and how to overcome the obstacles (feel confused, stressed, unmotivated, a failure, not competent, etc.);

3. the person needs the help of others, failing to contribute in an authentic way; and

4. the person will no longer be able to be impartial during the case analysis process and identify the level of success of resolving it.

Additional Finding 3: Why respondents have emphasized the word or term "aspect" and not another word or term.

Shamir (2005) argues that the definition of "aspect" is a group of life-stories that appeared as dynamic life processes that happen within a given specific context.

Ramarajan (2014) further elaborates by emphasizing that an aspect shows how an experience is viewed and analysed, and that one type of aspect differs from others due to environmental specifics and other factors that may or not be temporary. Similarly, Shamir and Eilam (2005) argue that even the methodology to analyse each aspect is different because, for example, in internal social events, someone may experience (observe) all stories for a more extended period. The analysis is more intersubjective than in the external social experiences.

Mcneill (2003) goes further with a linguistic explanation by describing the word "aspect" as a kind of description through words of an action which the person has done or witnessed. Ramarajan (2014), Shamir and Eilam (2005), and Mcneill (2003) state that due to the different natures of actions, there are different aspects of their elaboration. This conclusion is supported by Comrie (1976), who clearly describes the word "aspect" as a temporal perspective taken to analyse a specific action, therefore emphasising that the aspect is not an accurate and factual description of action, but represents a personal worldview.

My study findings agree with those from the literature. However, a slight difference is that, based on my empirical data, an aspect is formed as a result of information that a person has obtained directly and indirectly from a life story, and the way the person will describe actions within that life-story is more than a linguistic verb. Respondents use the term "aspect" to define personal information as the collection of thoughts, which builds the authentic worldview of the person during the analysis of the state of things/issues. Therefore, based on respondents' responses, this term indicates that this cumulative information belongs to one person and does not represent collective worldviews.

Table 48: The meaning of aspect

	Respondents' agreement	Respondents' disagreement
Descriptive	The term "aspect" describes the etymology of personal argument.	The term "aspect" creates opportunities for qualifying personal arguments as opinions that do not necessarily have to be subjective. The term "aspect" means the presentation of personal information according to personal interest, and thus is somewhat subjective.
Reflective	The term "aspect" is used to classify a personal argument as a product obtained from the	The term "aspect" means the freedom of the person to neglect some specifics of the context in which

(table continues)

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(continued)

	Respondents' agreement	Respondents' disagreement
	treatment of personal information and its connection to the specifics of the context in which the argument is planned to be used.	he/she plans to intervene while preparing an argument for certain issues.
Determinative	The term "aspect" allows an argument to be described as a well-formed argument.	The term "aspect" means that the connection of personal information during the formulation of the personal argument should no longer be done entirely according to a particular line of the argumentative formulation. The use of information in the formation of the argument should be cohesive and always according to a certain standard of the formulation.
Measurable	The term "aspect" was used on purpose to describe an argument in specific terms (power of argument, importance, side effects, etc,).	The term "aspect" does not mean that an argument should be formulated, ignoring to a certain extent its originality (improvisation of personal information); the argument should be utterly accurate by not allowing improvisation of information, so the effect of the argument can be measured accurately within a decision-making process.
Accountable	The "term" aspect creates the possibility for the personal argument to be constructed taking into account the intellectual level of the persons whom the person in question addresses and does not lose the originality of the argument if the information from this aspect is presented in different forms.	Being authentic does not allow being associated with the ability and knowledge of the other.

Source: Own work.

Respondents have used the term "aspect" because it implies that a person can be flexible in selecting personal information when formulating an argument. This argument also reveals an unavoidable reality, which does not mean that it should be the same as the arguments of others. Thus, the term "aspect" defines a person's argument as authentic and alternative among other alternatives within a decision-making process. In addition, the term "aspect" places the person's argument as an added value among many other arguments presented by others and does not deny or is not nihilistic about other values offered by others within the decision-making process.

Additional Finding 4: Why life-story aspects are limited to four.

Shamir, Dayan-Horesh, and Adler (2005) argue that a person forms a specific worldview to describe the meaning of a certain number of events that have occurred in the past. More specifically, Shamir (2005) states that events in the past are information that a person receives to build a worldview based on the message given by those events. Thus, a worldview is formed by events that mainly occur within a similar context. Thus, Weischer, Weibler, and Petersen (2013) argue that events that derive from a similar context are described through a language that differs if we compare them with events that derive from other contexts of life.

Jaskiewicz, Combs, Shanine, and Kacmar (2017) argue that within the family context, many events take place that are broadly similar in their specifics. Demuth and Brown (2004) describe the events in a traditional family, specifically between wife, husband, and children. Matsumoto (2006) states that each family has its culture shaped across generations, which is a specific component that creates the difference between the environment of the family and other living environments.

Ensari and Murphy (2003) state that within the social context, many events take place that, in their nature, resemble each other. Davis & Gardner (2004) describe the events that occur within the society in which the person lives and acts. Moshman (2005) describes the events within the society in which the person grows, lives, and acts as moments that take place within a context which consists of persons with various specifics, including cultural and identity specifics. Matsumoto (2006) explains that society's culture includes the way of life of particular societies, their traditions inherited from previous generations, the development of their history, their unique language, and all other habits inherited over time.

Higgins, Robinson, & and Hogg (2014) describe events within academic institutions as dynamics that develop between students, teachers, and other institutional members. Park, Stone, and Hollway (2017) argue that these dynamics are analysed by describing the environment and processes that are related and have educational content. Brink and Costigan (2015) argue that within the environment of an educational institution, a person can analyse and shape a worldview through their participation in lectures given by the teacher, discussions with classmates, and other events. Nielsen and Daniels (2012) state that events

within the work environment are similar because they are related mainly to the professional side of the person. Grant and Parker (2009) describe these events as work processes that are related primarily to the display of the ability to perform specific professional tasks.

My study findings agree with those from the literature and my data: a life-story aspect is a piece of cumulative information formed over time by a person who possesses it. This information is derived from the experiences that the person has experienced throughout his/her life. During the process of conducting my empirical studies through semi-structured interviews, I found that

1 a person has the opportunity to receive information only from four sources (there actually are five, but the fifth, genetic information, does not fall within my intellectual competence because it is inherited);

2 a person has no other access to the information outside of these four life-story aspects; and

3 only these four life-story aspects meet the criteria of qualification as sources of information, that creates the intellect of a person, create the unique values of the person (knowledge, beliefs, thoughts), etc.

Table 49: The identification of a life-story aspect

	Factors	
	Life-story aspect	Not a life-story aspect
Environment	Information flowing within a specific environment	Information derived from a specific environment but not related to the specifics of that environment, but rather to another environment
Information	The information must be accurate	Information is distorted and subjective
Attestor	The person must be a direct participant in the event while absorbing the information	The information was obtained through non-direct participation in the event
Cohesion	All information within a life-story aspect is interconnected	There is divergence between the information
Sustainability	The information of a life-story aspect will produce predictable effects in the person	The information produces destructive side effects for the person and beyond

Source: Own work.

6.2   Summary of research findings

As a starting point for presenting my findings from my empirical study obtained through semi-structured interviews, I used the NVivo app as a tool to analyse the data I have gathered. I entered all the interviews into the system, and I started the text coding process, obtaining a great variety of codes that all were linked successfully to the explanation of the topic I am researching. This means that the questionnaire I prepared and the respondents' answers were within the scope of my study, and not out of the context of the topic I addressed. I answered all the research questions using the analysis with the NVivo application and by linking the research questions with codes extracted from the text of the interviews.

Research Question 1: What is the difference between leadership development, leader development, and authentic leadership development?

Day, Fleenor, Atwater, Sturm, and McKee (2014) argue that there is a division between leader development—which is related mainly to the study of intrapersonal values, and therefore the focus is on the person—and leadership development, which mainly deals with the study of interpersonal values or the collective capacities of individuals. In contrast, Day, Riggio, Tan, and Conger (2021) state that leadership development involves the development of leaders as individuals and then, each with their role in a leadership process at a collective level. This includes the individual level and the collective level within the concept of leadership development. Similarly, Velsor, McCauley, and Ruderman (2010) argue that there is a distinction between leadership development and leader development, and she said that the Center for Creative Leadership describes the two concepts as following:

- "We define leader development as the expansion of a person's capacity to be effective in leadership roles and processes. Leadership roles and processes are those that facilitate setting direction, creating alignment, and maintaining commitment in groups of people who share common work." (Velsor, McCauley, & Ruderman, 2010, p. 2).

- "We define leadership development as the expansion of a collectives leadership capacity to produce direction, alignment, and commitment. A collective is any group of people who share work, for example, teams, work groups, organisations, partnerships, communities, and nations." (Velsor, McCauley, & Ruderman, 2010, p. 20).

Velsor, McCauley, and Ruderman (2010) view leader development as the development of individuals and leadership development as the development of collectives. Furthermore McCauley (2021) says that others have adopted this distinction, but many in the field do not make this distinction. The dominant view in leadership development is that leadership development is about developing individuals, particularly those who occupy managerial roles in organisations.

Gardner, Karam, Alvesson, and Einola (2021) argue that authentic leadership is primarily a self-referential construct studied at the individual level (knowing oneself) and acting

according to personal values to influence others. However, according to DeRue and Ashford (2010), authentic leadership is related to the study of processes even at the collective level, because this concept explains how the person should be able to understand his/her values and, in the role of a leader, to understand the personal values of his/her followers. McCauley (2021) views authentic leadership development as a particular type of leadership development. Based on Hruška (2021), the content of the authentic leadership concept is vague. However, Hruška emphasizes one of the descriptions that presents the concept of authentic leadership as a specific kind of development. It is based on identity development and also is focused on congruence between our actions and our thinking, which may be a tactic to maintain ones identity in these collisions between the environment and the self.

Neider and Schriesheim (2011) argue that leaders and followers gain self-awareness in authentic leadership development and develop more-trusting and -genuine relationships. Using the CCL perspective on leadership development, McCauley (2021) says that leadership development is broader than the concept of authentic leadership development. Leadership development is about groups of people (leaders and followers) developing shared goals (direction), collaborative work (alignment), and mutual responsibility for the collective (commitment). Developing more-trusting and -genuine relationships typically will help to develop these collective outcomes. However, without these collective outcomes, leadership does not occur.

Similarly, George (2003) and Gardner et al. (2005) explain that a person's values represent his/her authenticity. George (2003) explains that to be authentic, a leader must display his/her values and illustrate the authentic attributes of the leader, including purpose, vision, knowledge, skills, relationships with others (relationships), and self-discipline. George (2003) identifies the importance of authentic leaders demonstrating their values. Activism in leadership at the collective level occurs through the daily practice of values; merely talking about them is insufficient.

My study findings agree with those of Day, Riggio, Tan, and Conger (2021) that leadership development includes studying leaders at the individual level and leadership at the collective level. Respondents describe being more effective in interacting with others; one first must be confident in what they represent. Respondents pointed out that when they have trouble interacting with others, they always reflect on personal values to identify whether they need to advance or improve one of their values. Respondents describe leadership development as a set of interrelated processes. First, the information from their experiences builds their vision, knowledge of the issues, their belief, motivation, creativity, goals, mission, etc. Then the person, after becoming aware of personal values, presents him/herself to others to build collective values to achieve common goals.

Respondents pointed out that the leadership development process starts from the individual level with the construction of personal values and then evolves to the collective level with the distribution of these values. If there is a problem with how these values are applied in

practice, the person must return to his/her values (individual level) to identify the value he/she should develop. Therefore, according to the respondents, there is only a kind of manifestation of personal values at the collective level, and one person cannot transform collective values if the personal values of each member of leadership are not advanced to the collective level.

I also agree relatively with McCauley (2021), who states that authentic leadership is an integral part of leadership development because, from my findings, I have understood that the person cannot manifest his/her values at the collective level if he/she fails to be authentic in actions and behaviours. If the values the person has built are not sound, which means that they are false, then the person fails to manifest them in a constructive form of collective technique, and thus problems will arise in the dysfunction of the group.

Research Question 2: How do the four life-story aspects shape a leaders/followers collaborative features?

Shamir (2005) argues that life stories are personal experiences that a person has experienced throughout his/her or her life, and these experiences are the reason that the values of that person are built and define his/her identity. In line with this argument, Shamir and Eilam (2005) explain that a person builds his/her identity in the authentic form he/she presents to others, using his/her life experiences as evidence and arguments. Therefore, how a person thinks depends on his/her life experiences and what he/she has gone through. Watts, Ness, Steele, and Mumford (2018) point out that a person during his/her life is predisposed by the variety of stories presented through different forms and is predisposed to behave and act according to a model which they have had as experience during their lifetime.

Watts, Steele, and Mumford (2019) argue that life stories are events in the past that a person has experienced that affect his/her or her thinking process in real time. Shamir and Eilam (2005) describe life stories as a source of meaning-making system development for persons. Simmons (2002) explains that the content of life experiences and how they are experienced and organised determines how the individual perceives things. Shamir and Eilam (2005) describe how repeating these stories over time strengthens a leaders ability for self-knowledge, self-concept clarity, and person–role merger.

Jarvenpaa and Majchrzak (2016) argue that to participate in a decision-making process with other leadership members, the person must possess certain specific characteristics. Kramer and Crespy (2011) state that a collaborative decision-making process involves many persons, each of whom holds different core values. Shamir and Eilam (2005) emphasize that personal experiences build a person's values, and with these the person can behave and act within a collaborative decision-making process.

My study findings agree with those from the literature, and explain in detail the process of how a person has shaped his/her collaborative features and the role of life-story aspects in shaping them. Each life-story aspect is a collection of information that a person receives

from his/her direct or indirect participation in events that occur in his/her daily life. A life-story aspect is a specific worldview of the person who is constructed from this information. However, as I explained previously, I have identified only four life-story aspects because all the events that the person could experience during their life occur in the family, society, work, and school. Therefore, categorizing these events means that the form and context of the development of events in these four life-story aspects are not the same.

A life-story aspect shapes the collaborative features of leadership members because all collaborative features are personal values, which means that these are shaped in the form of a person's beliefs, knowledge, thoughts, and vision. These values are constructed from information from the past. In terms of how the information from the aspect of educational experiences builds these values, the results indicate the following:

1. Information in terms of educational experiences is one of the sources of building collaborative features.

2. Educational experiences teach a person how a problem should be diagnosed, how to build a personal plan with the placement of all activities, and how the person thinks to approach the problem in question.

3. Educational experiences create values in a person that influence how a critical opinion should be formed about a particular issue. Critical thinking is formed by gathering information from all sides of the issue without judging its content. Critical thinking includes first-hand information. Therefore, a critical argument must be authentic (revealing the inner values of the person) and have cohesion and logic.

4. Educational experiences create values in a person regarding how information should move when he/she is part of a team. Therefore, the information must preserve its originality and be evaluated whether or not the person who is receiving the information is competent to take it.

5. Educational experiences teach a person how a forecast should be constructed. School information enables the person to set the contours of a forecast, construct that forecast, and understand what percentage of it can be implemented in reality.

6. Educational experiences teach a person how to form a schema (design thinking), defining how a particular issue should function based on personal knowledge and information collected.

External social experiences determine how one thinks and what one believes, and shapes ones authentic vision. External social experiences build cohesion between the person's fundamental values and social and technological trends. Each person within the events in society learns about the present trends, which helps him/her develop the necessary

mechanisms to not fall behind in social development. The form of the information from the aspect of external social experiences builds these values The results show the following:

1. Information in terms of external social experiences is one of the sources of building the collaborative features of a person.

2. External social experiences teach the person to assess the problem by identifying its consequences within the organisation and outside of it. Evidence of the consequences is gathered through conversations with others about the problem in question. During this conversion process the person is prepared to filter information that is not relevant to the context of the discussion, and the person can direct others to stay within the context of the discussion.

3. External social experiences prepare a person to be able to filter information (critical thinking) during a conversation with others by separating opinions from logical arguments.

4. External social experiences enable the person to understand how information should be circulated within a discussion (information-sharing), and therefore, the person should consider the following: the person's ability to absorb the information they are distributing; clarity about how they are interpreting it; identification of the other person's tendencies to use the information one is distributing; and the commitment to preserving its originality, using official forms as evidence.

5. External social experiences help the person when compiling an action plan; those activities are not an obstacle for others within the group. Elimination of obstacles means the correct delegation of tasks to others, which means not giving a person more responsibility than he/she has the professional and intellectual capacity to bear. In addition, do not demand responsibility from those who have been delegated tasks if the failure is not the result of their mistakes. These events teach a person to manage the diversity of participants during the implementation of a plan in practice.

6. External social experiences enable the person to be aware of the form and content of many things and also make it possible for the person to find the gaps within them so that he/she can authentically create the difference between the existing state of things and how they should be in the future.

7. External social experiences are the reason for the individuals ability to assess the other partys ability to understand his/her argument. Therefore, the person formulates his/her idea (design thinking) based on the person's ability to understand it. The way the person formulates his/her argument should be in proportion to the professional preparation of the other person.

This life-story aspect is why the person can build the necessary mechanisms to keep him/herself in control while avoiding mistakes from unnecessary movements. The form of how the information from the aspect of internal social experiences builds these values. The results show the following:

1. Information in terms of internal social experiences is one of the sources of building the collaborative features of a person.

2. Internal social experiences make the person consider the appearance of a problem as harmful to his/her personal interests and those of his/her associates (problem definition). From this point of view, the person performs the following activities:

   a. informs others about elements of the problem that have been identified by him/her and others are not aware of;

   b. seeks input from others without denying it to anyone;

   c. gives instructions to others to gather new information;

   d. takes into account the suggestions of others; and

   e. agrees to approach the problem always in coordination with others.

3. Internal social experiences make the person able to analyse the state of an issue based on "yes, and" (critical thinking), which means that the person accepts the arguments of others but is obliged to offer new information and then wait for another person to add another argument.

4. Internal social experiences make the person not hide the information he/she possesses when others need it; this includes giving information to others and asking them not to distribute it further to incompetent people, requesting that they report if they encounter untrue information, and keeping records of any possible changes.

5. Internal social experiences make the person part of the design of the main objective that leadership members want to achieve

6. Internal social experiences make the person feel free to express personal ideas in front of others, taking into account these points: giving ideas in a raw way, which means initial thoughts that help the process; and filtering the ideas at the end through the process of selection, taking into account the specifics of the problem.

7. Internal social experiences make the person formulate his/her argument to add value for the group.

Professional experiences are all events that take place within the work environment in all organisations in which the person has been employed. The form of the information from the aspect of professional experiences builds these values. The results show the following:

1. Information in terms of professional experiences is one of the sources of building the collaborative features of a person.

2. Professional experiences are opportunities for the person to use precedents to diagnose the problem when dealing with a certain problem. This will facilitate the problem identification process, and the process of solving it will start much faster.

3. Professional experiences help the person to manage the consequences of the problem without deepening them, because it creates mechanisms that prevent a problem from creating other consequences while the problem is being solved.

4. Professional experiences give a person the necessary knowledge of the process of information movement, linking the movement of information according to a hierarchical structure. This means that information is channeled in the proper form and its content does not change.

5. Professional experiences make it possible for the person to identify the degree of personal and team success during the decision-making process by identifying the regressive or progressive steps at each level of the decision-making process.

6. Professional teach the person how to manage personal imagination, without exceeding the limit that allows the implementation of those alternatives in practice. The process of providing alternatives should be based on their applicability in practice.

7. Professional experience helps a person to present his/her arguments based on the tasks he/she represents and without interfering with the space covered by other colleagues in organization.

Research Sub-question 2.1: What is a life story aspect and how is it structured?

Jonassen and Hernandez-Serrano (2002) argue that life stories are the ideal form a person can use to create a logical understanding of a given issue. The person who combines such information from life events creates a specific worldview. People who are part of events in natural form try to understand the event by creating an understanding of its content. An extended explanation by Watts, Steele, and Mumford (2019) shows that stories are an ordered framework that enables understanding the connection between cause and effect. As a result, the person can predict the outcome of events.

Shamir and Eilam (2005) note two components that emerge according to the person's participation in life events: self-knowledge, and self-concept clarity. Shamir (2005) states that a leaders self-knowledge and convictions are developed based on lessons learned from

past life stories. Simmons (2002) adds another component to identity: the person, through life events, understands who he/she is. Shamir, Dayan-Horesh, and Adler (2005) describe how people who are part of leadership justify their actions or their role based on their life stories. Gabriel (2000) states that life stories are the sources of creating personal worldviews.

My findings agree with those of Gabriel (2000) and further explain that a life-story aspect is a person's worldview during the process of his/her analysis of specific issues in the future, and that this worldview is formed by a considerable amount of information processed by events that come within a specific category of content. My findings are in line with those of Watts, Steele, and Mumford (2019): a life-story aspect is considered to be a set of events that produce interrelated information for the person who has experienced them. Therefore, a person's attitude towards the developments of some dynamics in the present and the future is built based on existing information within these worldviews that are described as a life-story aspect.

In line with Watts, Ness, Steele, and Mumford (2018), who state that a person is exposed to a large number of stories during his/her life, my results explain that from numerous pieces of information that a person has accumulated, he/she forms a worldview in the form of life-story aspect, after having experienced a large number of stories that are within the same context. Three components form a life-story aspect: environmental characteristics, precepted information, and sustainability. The environmental characteristics of a new event, which the person is experiencing in real time, are elements that give new information to the person.

Table 50: The environmental characteristics

	Respondents' agreements	A characteristic of life-story aspect
Innovative	Learning new information	Enriched vocabulary
Comprehensive	Meaningful data	Unlimited source of information
Useful	Are interpretable	Intersubjective
Sustainability	Induce reaction	Confidential and non-confidential information

Source: Own work.

Precepted information is the way in which a person has accepted a piece of information within his/her information treasury after the event has developed. If the person fails to perceive the content of the information, he/she will feel stressed and unstable. In contrast, if he/she perceives the information, the person accommodates the information within his/her vocabulary.

Table 51: The precepted information

	Respondents' agreement	A characteristic of life-story aspect
Subjective	Tendency to exaggerate	Part of a personal meaning-making system
Unbiased	Preserving the original content of the information	Part of personal vision
Argumentation	The premise must be related to its conclusion logically	The emergence of authentic thought
cohesive	The content of the information should not change during the process of its use	Being flexible without distorting reality

Source: Own work.

Sustainability occurs when the person is aware of the conclusions and knows how to use the information appropriately without causing contradictions between what he/she says, what he/she expects to happen, and what it causes. The use of knowledge should have effects that are anticipated by the person him/herself without suffering unimaginable damage.

Table 52: Meaning of sustainability

	Respondents' agreement	A characteristic of life-story aspect
Negative	Misuse of information produces departure from the target	Personal tendency to stop or slow down the achievement of the goal
Positive	The use of information in the correct form means a step towards achieving the goal	The ambition to be an added value of the decision-making process
Progressive	Departure from the target means that the person is not authentic in his/her approach	Tendency to transform a situation
Regressive	Targeting means that the person is acting on the basis of authentic values	The tendency to maintain the status quo

(table continues)

	Respondents' agreement	A characteristic of life-story aspect
Neutral	The achievement of the goal also depends on phenomena that are not related to the person in question	Authentic contribution, but not being affected by the final result of the decision-making process
Sustainability	The use of information should bring the intended effects and results	Positive or negative participation in decision-making processes

Source: Own work.

Research Sub-question 2.2: What are collaborative features and how are they structured?

Matos and Afsarmanesh (2008) argue that collaboration occurs when entities share their information and resources and are responsible for creating a collective plan, implementing it, and evaluating their progress. Snow (2015) states that collaboration occurs by linking the personal values of people in leadership with the interpersonal values of the group. I found that collaborative features are the personal values of leadership members that they use to create interpersonal values to contribute to a collaborative decision-making process. Maynard and Gilson (2014) describe how this creates a shared mental model that gives members the opportunity to unfold their values by harmonizing personal values with the personal values of others in the group.

Jarvenpaa and Majchrzak (2016) state that collaborative features are some personal traits that enable a person to be part of a decision-making process, which is an organisational form using collaboration. According to Morse (2010), there must be personal values of the person which serve to respect the collaborative decision-making process. My research findings show that the specifics of a collaborative decision-making process determine what personal values a person must have developed to be competent to participate in a decision-making process.

Lopez (2020) mentions the context of a meeting as a specific component of collaboration. Spangler, Gupta, Kim, and Nazarian (2012) mention meeting content as another specific component of collaboration. Reid, Anglin, Baur, Short, and Buckley (2018) add that the professional background of leadership members is another specific component required in a collaborative decision-making process. Boal and Schultz (2007) mention the importance of time management. Grah, Dimovski, Snow, and Peterlin (2016) explain the importance of communication among leadership members to ensure the free distribution of personal knowledge within the team. My findings show that to realise these criteria of a collaborative decision-making process, a leadership member must develop some personal values through

which the process is realised. Table 53 presents five collaborative features and their applications.

Table 53: The shaping factors of collaborative features

The ability to define a problem	The ability to think critically	The ability to share information	The ability to forecast	The ability of design thinking
Identify the details of a case	Be realistic and focus on concrete details during the analysis process	Be a good listener	Set goals	Be cohesive in thought and argument
Understand the degree of risk of a problem	Relate the specifics of the problem to ones personal knowledge	Be a good data descriptor	Identify all the activities necessary to achieve the goals	Create a logical argument which is accepted and understood by others
Delegate tasks to examine the nature of the issue	Judge without being biased	Circulate information to competent persons		
Identify metaphysical information from scientific information		Be concise in receiving and giving information		

Source: Own work.

According to my results, collaborative features are personal values in the form of skills formed from a person's life experiences. Collaborative features will be developed or devalued as a result of his/her intensity to be active in various events. Collaborative features are mechanisms that the person builds within him/herself or to realise his/her values within the social circle in which he/she is active. These mechanisms are created authentically by the person and are not the result of a uniform social standard. Through a person's collaborative features, he/she adapts and contributes within collaborative decision-making

without being deprived of his/er right to be authentic in action and without depriving others of the same.

Collaborative members are eloquent and professional, good at reading other team members' values, know existing circumstances, and have uniform behaviour and communication with peers. How collaborative features are created is a consequence of the information obtained from all four aspects of personal life stories. The connectivity of information within an aspect of life stories helps a person to create uniform and authentic arguments when analysing a particular issue.

Collaborative features are the elements that create the mindset of a person. Collaborative features are steps that are followed procedurally to create a constructive approach to the topics under discussion.

Research Sub-question 2.3: How can the level of development of collaborative features be measured?

Giesen (2002) argues that collaboration leads to success when decision-makers interact, understand everyones opportunity to contribute, and manage personal commitment; members share personal values and create common goals and vision; and members evaluate the progress of the decision-making process. Matos and Afsarmanesh (2014) further explain that if people are not aware of their progress, it can be concluded that they have failed to collaborate.

Snow (2015) explains that three characteristics can be used to assess whether the personal values of participants in the collaborative decision-making process are advancing or regressing: participants are capable and possess the necessary values to be self-organised in any circumstances that would be created within the process; participants receive and provide the information needed to make progress in decision making; and participants understand and respect the protocol and processes of that collaborative decision-making process.

My empirical findings show the collaborative features that a person must possess to be part of a collaborative decision-making process and how these features can advance or regress. Collaborative features are the ability of the person to mark progress or regression. Therefore, regression and progress are two dimensions of the development of these collaborative features that do not remain static.

The development of these collaborative abilities is measured by evidencing the person's success in a decision-making process. If a person regresses in his/her performance, he/she must focus on developing his/her collaborative abilities through the empowerment of his/her life-story aspects using his/her participation in the events that accumulate the relevant information. Table 54 presents two dimensions that can be measured to indicate for the level of development of collaborative features.

Table 54: Two degrees of measuring the development of collaborative features

The dimension of progress	The dimension of regress
Achieving the objective	Not achieving the objective
Being altruistic	Selfishness
Freedom to act authentically	Hindered from acting authentically
Transforming the situation	Remaining in the status quo
Self–role merger into the process	Lack of self–role merger

Source: Own work.

Research Question 3: What is a life story and what does it mean for the person who has experienced it?

Watts, Steele, and Mumford (2019) state that life stories are present in real life in wide varieties and forms. Weischer, Weibler, and Petersen (2013) argue that a life story is a verbal or written performance of two or more people describing a particular past experience. Instead of the term life story, several synonyms are often used; two mentioned by Ligon, Hunter, and Mumford (2008) are life narrative and life history. Shamir and Eilam (2005) emphasize that life stories are some life events in which the person has been a direct participant.

My findings are in line with those from the literature. However, unlike the literature, my findings emphasize three elements that describe a life story that is made up of three main components. Respondents mentioned the dimension of time in which the event is happing and developing. The second component of a life story is the external factors or the circumstances in which the event is happening (the place where the event is happening, who is participating, the environment, and everything else). The third component is the information considered to be the final product and that can be explained as the personal conclusions derived from personal observation of that specific event. These components of shaping a life story are equally important and necessary for validating its content.

Watts, Steele, and Mumford (2019) argue that how individuals feel and understand a life story in the moment of telling it because the stories a leader has selected to tell it emphasize the leaders self-awareness and his/her form of leadership style. Kelley and Bisel (2014) argue that life stories involve the thinking process more than memory. Weischer, Weibler, and Petersen (2013) describe how life stories express the storytellers identity, including his/her core values and his/her meaning-making system. Eilam-Shamir, Kark, and Popper (2017) state that life stories provide a picture of what a person is at present. Boal and Schultz (2007) state that individuals, through telling a story, tend to connect all information from past

experiences to justify themselves in the present. Shamir (2005) argues that individuals use life stories as a source of their identity development by analysing and revising life stories over time.

My finding from an interview with an expert explains the effects of life stories on the person. Blyta (2021) explains that the hippocampus of the temporal lobe is the brain's structure responsible for memorising our experiences (events) during a given day. The frontal lobes are a particular part of the brain responsible for advancing our cognitive abilities, thus developing our critical thinking concerning everyday life situations. Logical thinking is achieved in a gradual three-step process: formation of premises, conclusions based on premises, and judgments from conclusions as a final summary of logical thinking. The human brain can change its structure/function throughout life due to experiences, perceptions, and stress, and this process can be explained through so-called brain neuroplasticity. The process of memory consolidation involves three stages: the codification of information as a result of feelings (perceptions), the recording of information, and the return of recorded information when we want it.

Blyta (2021) explains that life experiences (education, family, society, and work) affect the formation of personal values and their transformation. he/she states that emotionally charged events are efficiently coded, recorded, and recalled. Those with a higher emotional load are effective. The higher the load, the more intense is the memory. As a rule, adverse events are memorised more intensively. Different parts of the brain are responsible for processing negative or positive experiences. Positive experiences are processed mainly in the prefrontal cortex. Negative are processed in the prefrontal cortex and amygdala.

Prohibitions usually are more influential in forming critical thinking and the system of values. Affirmation, evaluation, and gratification are more critical in building self-esteem and self-confidence. The new neocortical brain is responsible for problem-solving, memory, language judgment, impulse control, and rationalization. The primary, primitive brain, mesothelium, cerebellum, bridge, and elongated marrow are responsible for reflexive, instinctive, and autonomic functions.

Research Sub-question 3.1: Is there a possibility for a life story to remain independent (unintegrated) and not be positioned in one of these four aspects of life stories?

According to Shamir (2005), through his/her participation in events in the past, a person strengthens his/her self-knowledge and self-concept clarity. The development of each event has a direct impact on the advancement of these two components. If the event fails to affect self-knowledge and self-concept clarity, that event has failed to affect the meaning-making system of that person. Watts, Steele, and Mumford (2019) explain that events affect the person if the person is aware of how a specific event has affected his/her emotions, thoughts, and behaviour, and that through the story of that event, the person is aware of how the elements of that event are valuable to give meaning to what he/she wants to describe.

Kelley and Bisel (2014) argue that the events that a person has experienced affect their way of thinking and much less the information remain as a memory. Therefore, the events content prompts the person to analyse an issue. Shamir and Eilam (2005) state that the way a person describes an event for which he/she was present is based on his/her perception, which means that two or more participants will describe an event differently. Sternberg (2008) further elaborates that people explain the events in which they have participated differently because they are inclined to omit some elements of the event that are not in their favor in their analysis, and try to remove them from their thoughts.

My findings provide a new explanation based on the empirical data I gained through the qualitative scientific research method. I understand that an event can become part of a life-story aspect. However, the opposite also can happen, i.e., the event will exist as independent and unincorporated within a life-story aspect. To explain why it can be incorporated or not, I first explain the components of a life story, which then enable the event to be included within a life-story aspect of a participant, and I also explained why the event is not incorporated within a life-story aspect of a person.

A life story is a personal experience and, therefore it will be classified as part of one of the aspects of a person's life stories. To qualify an event as a personal experience, it must meet certain conditions presented in this Ph.D. dissertation, such as time dimension, external factors, and new information (conclusions). A life story without these elements is tantamount to fantasy and is not based on the reality that occurred in the past.

Figure 12: Positioning a life story within a life-story aspect

Personal stories according to basic elements (information, external factors, dimension of time)

Phase of transition

PE   EE

ISE   ES

Personal stories without the basic elements (information, external factors, dimension of time)

Are considered as

Stories based to the fantasy of a person
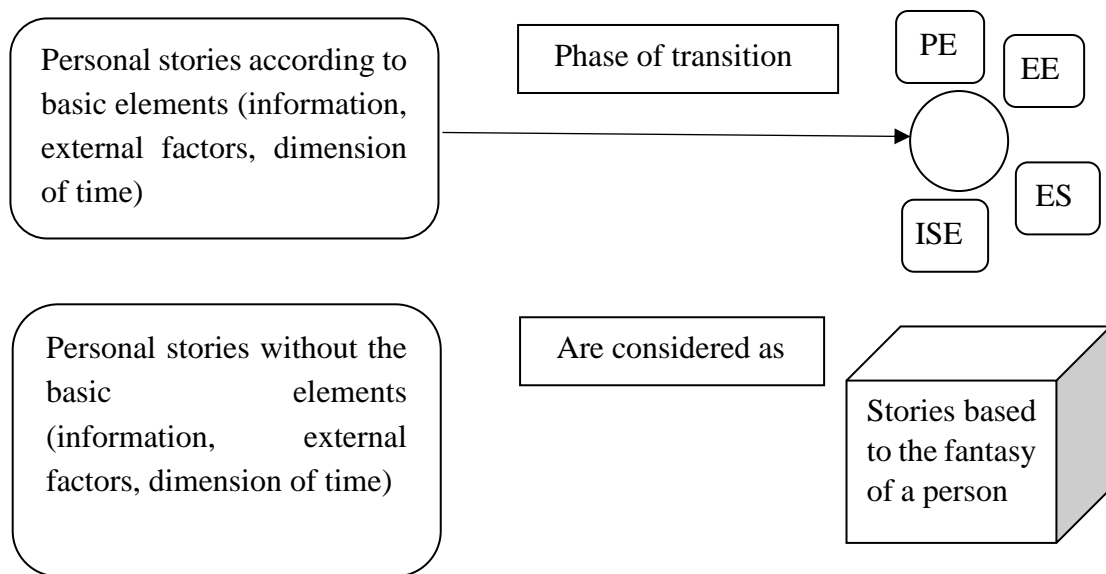
Source: Own work.

Table 55 presents some of the definitions given by the respondents in their responses during the interview process.

Table 55: Statements of respondents about the positioning processes of life stories within the life-story aspects to a person

Participant	Comment
Respondent D-36, personal communication, February 26, 2021	An event is part of a life-story aspect if it meets certain criteria, which make it real and not part of the person's fantasy.
Respondent D-31, personal communication, February 22, 2021	A life story must meet certain criteria to be part of the transition to become part of the person's worldview.

Source: Own work.

If an event does not have its complete components (information, external factors, dimension of time) defined to be part of a life-story aspect, it remains independent and is not included in one of the four life-story aspects of the person who was part of that event directly (physically present) or indirectly (listening or reading). Being independent or unincorporated means that the information from this event is not credible and verifiable, and therefore can be used as a story by the person in question but not as part of a person's meaning-making system.

I now explain the three components necessary to integrate an event within a person's life-story aspects. The first is the dimension of time. Each event is considered to take place within a space of time, which has a beginning and an end; that is, from that event, there is a cause that is initiated and that has an end in the form of several conclusions. If an event develops only as a transitional form to be part of another event. In that case, the time dedicated to this event does not have these two elements, i.e., the initiation phase and the drawing of conclusions, or it has only one of those. As a result, the event will not be integrated. However, it will exist as an independent/unintegrated story, which will serve as a form of giving any opinion, which would not be classified as an argument.

The second component is the external factors that build the construct of an event. An event begins to develop at the moment when the participants actively contribute, arousing discussion and activism within the event. If one of the participants has barriers to being active in the event, the event will be considered unreliable, and it will not be an integral part of the life-story aspect of a person because its conclusions will be unreliable to the participants. Thus, all the factors that enable the development of an event are considered to be external factors.

The last component is the information or conclusions of the event, which should be in the form of arguments, facts, etc., and not in the form of opinions that have no basis in truth.

Research Sub-question 3.2: What is the main difference between a life story and a life-story aspect?

Atkinson (2002) argues that a life story is a story that a person has to tell due to his/her participation in a specific event. The person constructs this story based on the information obtained from the event in such a way that the information is forwarded sincerely to other people, or the person might select only those parts of the story that are in his/her interest to deliver the message. Similarly, Bertaux and Kohli (2003) argue that a life story is an alternative to acquiring information, so that that information then is used to shape a worldview. Watts, Steele, and Mumford (2019) show that life stories differ in type and form. Watts, Ness, Steele, and Mumford (2018) explain that people build their personal stories through direct or indirect participation in events. Popper (2013) adds that people build their values due to participation in events and receiving information from these events.

In contrast, a life-story aspect is a worldview that the person builds from receiving information about the events in which he/she was a participant or in an indirect form of understanding of the events from other people. Mcneill (2003) defines aspect as a worldview in which the person, through linguistics, describes an action of his/hers. Hosier, Downer, Zanjani, and Watkins (2012) emphasize eight key life domains after a person has participated in an event. The person has the opportunity to categorize it and integrate and organise that story. Watts, Steele, and Mumford (2019) state that because of the connection between events, narratives are created in which the person creates a worldview to describe a specific action.

My findings show that life stories and life-story aspects are two different constructions, and I have presented the differences between them. However, the creation of a life-story aspect depends on the experiences in the past. The creation of life-stories affects the progress of personal participation in future life stories. These two constructions are interrelated. If there is no correlation because the person creates life-story aspects by not considering the information from his/her or her participation in life stories in the past but using fantasies, the person will not be able to be authentic during their operation in daily life in any process of decision-making.

Table 56: The differences between a life story and a life-story aspect

	Differences	
	A life story	A life story aspect
Creation	Created as a consequence of life dynamics	Created as a consequence of information derived from personal life stories

(table continues)

(continued)

| | Differences | |
	A life story	A life story aspect
Manifestation	Participation in events according to the criteria that define a life story and gain new information	Creating different variations of thoughts, desires, knowledge, goals, and vision to analyse, resolve, and argue on certain issues
Duration	Time-constrained (the development happens within a period of time and it has a beginning and an end)	It does not have time constraints (the development is not limited within a certain period)
Scope	The emergence of life stories is dependent on the lifestyle of a person	Life-story aspects help a person to be authentic during the process of contribution in multiple type of decision-making processes or other type of interaction with others in life and in relation with the evaluation of issues
Means	It is an event	It is a worldview

Source: Own work.

Table 56 presents the points in which these two concepts differ. These include the way they are formulated, the way they manifest, the duration of their existence, their scope, and the meaning of these two concepts. My data agree with the data from the literature. However, my data indicate that life stories can be integrated within the four aspects of the life story, and the person can use them to describe, explain, and justify the personal actions and those of others that occur in real-time thinking and in the analysis of actions that may occur in the future.

Research Question 4: What is collaboration within the process of decision-making?

Morse (2010) argues that within a decision-making process, people are involved who have different life histories, including their way of life, culture, further education, and professional lives, and consequently problems arise when they have to make joint decisions, due to the difficulties they encounter in integrating their values with those of others. Kramer and Crespy (2011) state that different people have the opportunity to work together if they enter into a process of integrating their values to reach another level of action, which is the collective vision, goals, etc. The process that people should follow to integrate their values, according to Ospina & Saz-Carranza (2010), is the cross-individual collaboration setting.

Lawler (2008) adds that a collaborative setting means sharing the responsibilities with each leadership member and allowing them to show their knowledge and skills for a specific task among a larger spectrum of tasks.

Snow (2015) argues that a collaborative decision-making process of leadership members means that each member of the leadership is independent in working on the tasks that have been delegated within the decision-making process. Their work then is incorporated into the whole of the works performed by other persons. According to Murase, Carter, DeChurch, and Marks (2014), the independence of persons to perform their work is limited such that the work they do must not influence the work of others. If this influence does occur, the person must inform the other person, and through collaboration, they must integrate the work, avoiding contradiction. Friedrich, Vessey, Schuelke, Ruark, and Mumford (2009) describe that the collaboration form does not allow the leader to influence his/her followers directly. Instead, the responsibility is distributed among the members of the leadership. Ospina and Foldy (2010) elaborate that people within a decision-making process are free to use their knowledge independently within a limited space of operational activities. They should be flexible in collaboration with other leadership members.

My findings generally are in line with those of the literature, but a difference lies in how collaboration is defined. According to my data, collaboration is a type of procedure that members of a leadership process must implement. This procedure allows them to be authentic in their work and guides them in integrating their work within a body of work that can be classified as the joint work of the leadership members. Collaboration is a process that defines us most profoundly. If we are authentic in a decision-making process, it is easier for us to provide personal values in favor of building social relationships within the team to achieve the common objective.

Collaboration involves achieving a certain level of individualization and testing it in a social environment. One can test it through the results achieved in the end, and the best outcome is that the test will be very accurate. If there are good results, one will be more secure the next time one deals with these issues, and if one fails, one improves oneself next time. Whereas in cooperation, one can test oneself faster because one receives immediate feedback from colleagues. However, this testing process cannot be very accurate because, as a measuring tool, one has colleagues' feedback instead of results. In collaboration, one has a certain autonomy that does not permit others to give feedback.

A vital perspective within psychology is that individual characteristics and situational factors influence human behaviour. I think that this is true for a leaders behaviours: individual characteristics and situation/context influence these behaviours (McCauley, 2021, personal communication). A collaborative decision-making process occurs when a group of individuals decides, rather than one person deciding for the group.

Collaboration is a way of behaving that a person commits to use to achieve his/her goal. This way of behaving means that the person selects through his/her values to commit to adding original value within a decision-making process. Through this behaviour, the person will know his/her limits and advantages in decision-making. Using the data from interviews with my respondents, I have concluded that collaboration

1. is a form of action;

2. is a working procedure;

3. is authentic contribution into a process of decision-making;

4. is a method of creating new common values

5. brings a high level of self-organisation into a process;

6. enables easy identification of personal limits and advantages;

7. requires of a high degree of personal discipline at work;

8. respects the contribution of others in a process of decision-making;

9. should be constructive and not destructive; and

10. requires acting qualitatively (being aware of each action of a person within the process and understanding the work of others while he/she together with other members of leadership are taking the common decision in the end of process).

Table 57 presents some of the definitions given by the respondents during the interview process.

Table 57: Statements of respondents about the meaning of collaboration

Participant	Comment
Respondent D-1, personal communication, July 03, 2020	Collaboration is a method of action that a person manages to naturally display his/her personal values, thus managing to engage only in work where he/she is competent and to avoid those that he/she has no competence.
Respondent D-34, personal communication, February 25, 2021	Collaboration is a work procedure which determines the form of organisation of personal work within a group, but also sets the norms of behaviour in relation to other members including their contribution.

Source: Own work.

Research Sub-question 4.1: Why have respondents emphasized the word/term "collaboration" as an organisational form of decision-making and not the words/terms "cooperation" or "competition"?

Snow (2015) argues that within an organisation and between organisations, its members use several forms of behaviour, such as competition, cooperation, and collaboration. The competitive form means that the members of the organisation seek maximum reward or recognition for their contribution to the organisation. While Touati and Baek (2017) point out that competition means a person achieving objective, in whichother person cannot achieve. The person who can seeks recognition and reward. The cooperative form is chosen when a single person cannot solve a task. According to Evans (2003), cooperation occurs when one person helps another to perform specific work, and both simultaneously enjoy the reward and recognition for the work. Snow (2015) describes the collaborative form as one in which all leadership members within a decision-making process commit to solving a part of the problem and then integrating them to create a common solution to overcome a complex problem. According to Touati and Baek (2017), collaboration is a philosophy that describes the person and the form of his/her interaction with others, making that person responsible for his/her engagement among a group of people.

Table 58 presents the differences between these three terms and empirically shows that collaboration is the best form of action in a decision-making process.

Table 58: The differences between collaboration, cooperation, and competition

	Differences		
	Collaboration	Cooperation	Competition
Means	Authentic attitude in a decision-making process	Form of behaviour to show support, solidarity and empathy in a decision-making process	Form of behaviour to create competitive advantages against others in a decision-making process
Manifestation	The person acts based on his/her or her personal desires, knowledge, beliefs, thoughts, goals, and vision.	The person acts by compromising with the values of the other, and in addition to his/her personal values he/she will act by taking as a basis the values of others.	The person acts by trying to create competitive advantages, to prove that personal argument and contribution is decisive within a decision-making process.

(table continues)

(continued)

| | Differences | | |
	Collaboration	Cooperation	Competition
Scope	The person is committed to solving part of the problem within a decision-making process	The person is committed to solving the problem in its entirety together with others	The person engages in producing various alternatives to impose on others his/her solution to the problem in question
Duration	The commitment of the person lasts until the end of his/her obligations in the process of decision-making	The person's engagement lasts throughout the decision-making process	His commitment lasts throughout the decision-making process
Source of information	Sources of information are the four aspects of life stories	Sources of information are general information derived from members of the leadership	Sources of information are imaginary

Source: Own work.

My findings agree with those of the literature, and complete each form with content, thus making their meaning clear. My findings explain these three forms within the context of decision-making processes, whereas in the literature these forms in most cases are explained within the context of relationships between organisations. As elaborated for the previous question, the concept of collaboration is used to identify the authentic values of the individual during his/her participation in a decision-making process. Therefore, from the results of the interviews with the respondents, I have concluded that, unlike the other two forms, i.e., cooperation and competition, the concept of collaboration creates the conditions for the person to give his/her contribution in the most possible authentic and constructive form..

Therefore, the difference between these three forms of behaviour in a decision-making process lies in how the person approaches the problem and how he/she seeks to achieve results, from which he/she will then seek the merits according to his/her contribution.

Research Sub-question 4.2: How was collaboration developed by respondents as a specified procedure of decision making?

Morse (2010) argues that leadership members are integrated through a process that makes it possible to create common values, which are added value to the organisation. Crosby and Bryson (2005) state that solving problems and developing common values to solve that problem occur as a consequence of the implementation of boundary-crossing partnerships. Snow (2015) explains that collaboration is a process of shared decision-making in which the members of the leadership commit to deal with a part of the problem, which they have the adequate values to approach successfully the personal tasks and then finally reach a point at which everyone can integrate their parts to form strategies for solving the problem. Therefore, both Morse (2010) and Snow (2015) define collaboration as a process that leadership members apply to solve a complex problem.

My findings, in contrast to those of the literature, describe collaboration as a working procedure within a decision-making process. A respondent explained that procedure as follows:

1. organise the duties of each leadership member;

2. set the norms of behaviour and communication for leadership members;

3. the contribution of leadership members must be only in accordance with their core personal values (thoughts, beliefs, desires, skills, abilities, etc.);

4. describe the form of taking the common decision (each leadership member is responsible to offer his/her individual work in the end and link his/her material with the material offered by other leadership members); and

5. form a final report after the implementation of the common decision by analysing the level of success.

Research Sub-question 4.3: How must leadership members address personal values through the process of developing them?

Shamir (2005) argues that life experiences build personal values and a person's identity, and leadership development at an individual level cannot be explained without describing the life-story approach and its role in the development of the personal core values of a leadership member. Life stories are the starting point of the creation of personal values . Shamir and Eilam (2005) state that life stories are sources of information that shape a person's values. Wallace, Torres, and Zaccaro (2021) argue that each person has some personal values, including knowledge, skills, confidence, goals, attitudes, etc., and their development at the individual level will directly affect the collective level, i.e., they are interpersonal values.

After the personal values are shaped the simplified form, they advance to the degree at which, according to Shamir and Eilam (2005), a person behaves based on his/her values because he/she believes in their truth. Luthans and Avolio (2003) mention the concept of self-concept

clarity, which means that the person is aware of the existence and power of values within him/herself. Shamir and Eilam (2005) explain that when a person is aware of his/her values, he/she is self-expressive, which means that he/she behaves authentically, respecting his/her values, rather than because of momentary calculations. At this stage, the person is aware of their values' shortcomings, and strengths.

My findings agree with those of the literature, and explain that a person cannot create the potential to be a leadership member if he/she fails to be aware of his/her values. A person with the status of leader refuses to operate in the status quo, and he/she is committed to consistently transforming situations with the sole purpose of advancing the issue from one level of development to a higher level. Thus, based on empirical results, I conclude that a person should strengthen his/her core values, such as thoughts, desires, beliefs, vision, knowledge, skills, etc., by supplementing their structure with new and meaningful information. From the moment of birth, the person begins to lay the foundations of his/her values, and then for as long as the person lives he/she will build them based on the information he/she absorbs from his/her experiences. Taking care of personal values through the process of developing them means

1. being comfortable while a person is engaged in a decision-making process;

2. being coherent in personal beliefs, knowledge, and desires;

3. being realistic in judgement of issues;

4. being effective and acting with efficacy; and

5. being authentic (self-discipline, self-clarity, self-knowledge, self-concordance, and person–role merger)

Research Question 5: Are study participants part of leadership processes?

Molin, Hellman, and Svartengren (2020) argue that every organisation has a systematic structure—low-level, middle-level, and high-level managers—and also the operational employees. Low-level managers usually are supervisors of operating employees and can perform operational work as well. Harding, Lee, and Ford (2014) describe middle-level managers as members of an organisation committed to implementing the companys plans and breaking them down into concrete activities, which lower-level managers then implement.

According to Carmeli and Schaubroeck (2006), top-level managers create strategy and vision (setting goals) for the organisation. They are part of the leadership of an organisation. Carmeli, Schaubroeck, and Tishler (2011) state that persons from the top management are considered to be the leadership of an organisation, and they usually are positioned in the hierarchical structure as President, Vice President, Director, Chairman of the Board, etc. Liu,

Jarret, and Maitlis (2021) state that the leadership of an organisation are the members in the hierarchical line who have executive power and are responsible for developing the strategies, vision, and policies of an organisation. McCauley and Palus (2021) emphasize the executive power of the organisation's members as an element that makes them part of the leadership.

All participants in my empirical study via their participation in my interview process have been individuals positioned at the top of the hierarchical system of the department or municipality in general. From the empirical results I obtained from the respondents' answers to the question related to the concept of leadership, I have come to understand that leadership means leading an organisation through the development of strategic plans by persons in executive positions. This section describes some criteria derived from the empirical results that make these people part of the leadership, whereby they constantly participate in decision-making processes. The criteria used to qualify my 36 respondents (directors of seven regional municipalities in Kosovo) as part of leadership are

1. individuals hold job positions that are considered to be executive positions;

2. individuals are always part of decision-making within the organisation;

3. individuals are responsible for successfully completed tasks and unsuccessfully completed tasks;

4. individuals have the responsibility to supervise a portion of the staff within the organisation; and

5. individuals are responsible for establishing strategic plans for the departments in question.

Research Sub-question 5.1: What makes a person eligible to be part of a leadership process?

Hogg, Haslam, Rast, Steffens, and Gaffney (2019) argue that the person as a leader is committed to influencing his/her subordinates to accomplish a specific goal. Yukl (2006) shows that the leader exercises influence over his/her subordinates after he/she has formed his/her vision. Then he/she tries to realize that vision by moving together with other members of the organisation towards it. In comparison, Carmeli and Schaubroeck (2006) point out that the members of the organisation who are considered to be part of the leadership are those who create the organisation's vision and take part in the construction of the strategy to realize the vision. Holmes, Hitt, Perrewé, Palmer, and Sieiro (2021) show that these people usually are positioned in organisations as, e.g., President, Vice President, Director, Chairman of the Board, etc. According to Liu, Jarrett, and Maitlis (2021), the members who are part of the leadership are those who have executive positions within the organisation, so they have executive power, and their decisions are those that are implemented in practice.

The directors in these municipalities were selected according to specific criteria:

1 respondents have executive power in the organisation

2 respondents are directors of municipalities

3 respondents are in the top line of the hierarchy in the organisation

4 respondents are well educated in relevant fields;

5 the person has a great deal of professional experience;

6 the person has a clear vision regarding the transformation of the department, before taking office;

7 the person must have authentic access to others and tasks; and

8 the person possesses work and management skills

Research Sub-question 5.2: What makes a leadership member fail in a decision-making process?

Tichy and Bennis (2007) argue that decision-making is the most fundamental process in which the organisation's leadership is involved to discuss any issue raised as an organisational problem. According to Colquitt, Conlon, Wesson, Porter, and Ng (2001), leadership members must justify their role in the decision-making process in order to be successful. In line with this argument, Friedman and Lobel (2003) state that leadership members in decision-making must have intentions and plans.

According to Kotlyar, Karakowsky, and Ng (2011), members in this decision-making process can fail due to two principal problems: the failure to implement in-practice decisions, and tension prevailing among leadership members while making decisions. Simons and Peterson (2000) point out that task management and the relationship among members are two problems that lead to the failure of leadership members in decision-making. According to Snow (2015), collaboration can be qualified as a decision-making process that can avoid these evident problems because the leadership members can work authentically, performing successfully at the individual and collective levels. According to Shamir, Boehma, Dwertmann, and Bruch (2015), leadership members in a decision-making process must create a shared perception and interpretation to lead by a common definition of the situation. Otherwise, the process is considered to have failed.

In contrast to the literature review, my findings show that leadership members are challenged before, during, and after decision-making. All these challenges can be simple and easy to overcome, but some complex challenges are difficult to overcome. The challenges that a person may face before being part of a decision-making process are

1. lack of information on the knowledge, vision, goals, beliefs, and wishes of other members who will be part of the process;

2. limited information about his/her role and the influence he/she can exercise within a decision-making process; and

3. limited information on the nature of the problem to be discussed within a decision-making process.

Challenges during the decision-making process are caused mainly by the participants within the process, but also by the complexity of the problem, or external factors, which are not under the influence of the participants in the process. The challenges within the decision-making process that can make participants fail are

1. distorted/manipulated and hidden information during the process of discussion;

2. unfavorable working environment;

3. incompetent participants within the decision-making process;

4. participants with destructive tendencies (denial of the contribution of others and denial of the arguments of others without a basis) within the decision-making process;

5. the complexity of the problem exceeds the professional, intellectual, and technological possibilities that team has at that moment; and

6. the decision-making process is influenced by external factors which present themselves as obstacles and are not controllable by the participants present into the process.

The challenges that the participants face in the decision-making process after taking the decision are related mainly to the implementation of those decisions in practice and or a change of circumstances that make these decisions invalid or unenforceable. The challenges after the process of decision-making that can make participants fail are

1. failure to implement practically the decisions taken within the decision-making process;

2. obstacles caused by other persons who are not interested in allowing the implementation of the decisions taken by the participants of that decision-making process, and thus try to sabotage the decisions, not allowing their implementation in practice;

3. changing the circumstances by invalidating the decisions taken within the decision-making process; and

4. lack of coherence by participants, not being interested in continuing with their contribution to convert decisions that are in theoretical form into practical work, but

limiting their contribution within the period which is limited to the duration of the decision-making process.

According to the data collected from the respondents, all these challenges are presented as barriers to the participants. However, they are surmountable if the participants in the decision-making process are competent to deal with the problem presented. To overcome these challenges, all members must be coherent in the process. They must select and use a collaborative form of decision-making so that the challenges are reduced by their power and easily overcome. A collaborative form of decision-making regulates the process so that only competent people who are able to deal with the problem successfully are engaged.

6.3   Theoretical contributions

Opportunities to progress in any organisation are generated as a result of globalisation. Globalisation has removed the various barriers between states, and where organisations once suffered they now are benefiting. However, the expansion of opportunities as part of globalisation has forced organisations to take concrete steps to protect their image and add value to create competitive advantages over other organisations. The responsibility to raise and maintain the image of an organisation and to create competitive advantages over other organisations falls mainly on the persons who have executive power and are the leadership of an organisation.

Leadership development is being considered by scholarships as a way to understand the development of organisations through shaping their identity and by creating additional value, which helps the organisation progress (Cullen-Lester, Maupin, & Carter, 2017; Day, Fleenor, Atwater, Sturm, & McKee, 2014; Wallace, Torres, & Zaccaro, 2021). The concept of the life story is still new and has enough space to research for new theoretical and empirical insights, and "the diversity of approach; the topics of study; the resources that can be found and used, all suggest that we can expect further growth and development" (Harrison, 2008, p. xliii). Other researchers still distinguish between leadership and leader development (Day, Riggio, Tan, & Conger, 2021).

My doctoral dissertation contributes to the field of leadership development. My first task was to identify the research gaps in leadership development and how this affects the development of the leadership members in a decision-making process. In my Ph.D. dissertation, I have identified six theoretical contributions.

My first contribution is the classification of leadership development as a complex process derived from an unlimited number of sub-leadership processes (White, Currie, & Lockett, 2016).

> After more than two decades of stretching, doubting, and exploring, can
> leadership development reconstruct itself into a more complex and

comprehensive practice? The necessary drivers appear to be present: leading-edge organisations seeking to innovate their leadership development initiatives in response to a rapidly-changing strategic context. (McCauley & Palus, 2021, p2)

McCauley (2021) states that leadership development is complex and ongoing. Day, Riggio, Tan, and Conger (2021) conclude that each leadership development theory should consider theories of learning and skill construction. However, the complexity of studying leadership development goes beyond that conclusion. It is emphasized that this complexity results in resolving issues or discrete leadership phenomena that are explicitly structured.

This Ph.D. dissertation has provided an epistemological language for elaborating leadership development as a way of shaping and advancing the personal core values of a leadership member and the interconnection of these values with the leadership processes within a specific organisation. My theoretical contribution is that leadership development is a complex process because it means dealing with an unlimited number of leadership processes that arise depending on the situations in which the organisation finds itself at a given time. This complex process is multidisciplinary, meaning that it includes theories from the fields of psychology, anthropology, sociology, and economics. It tends to be a progressive or regressive development process over time. The complex process of leadership development in my Ph.D. dissertation includes a large variety of specific concepts, such as collaboration, leadership, decision-making, life stories, and individual characteristics, each elaborated as a sub-process of that complex process.

My second contribution is the presentation of additional data that reinforces the argument for the existence of a substantial difference between leadership development and leader development. Since the beginning of studying leadership development as a concept, scholars have made a fundamental distinction between leadership development and leader development (Day, Fleenor, Atwater, Sturm & McKee, 2014). McCauley (2021) states that there is a clear distinction between leadership development and leader development, arguing that leader development is related to the development of individuals and leadership development is related to the development of collectives.

My second theoretical contribution is that leader development can be studied independently from the concept of leadership development. However, leadership development cannot be studied without considering the concept of leader development. This means that leadership development is dependent on leader development, and the development of leader development is not dependent on leadership development but on the content of personal life stories and the development of the four life-story aspects. In my Ph.D. dissertation, leader development is defined as the process of shaping and advancing the core personal values of a leadership member to be effective in a decision-making process. The development has occurred at the individual level. Leadership development is defined as using and displaying these personal values in an authentic form in collaboration with others in a decision-making

process. The development occurs collectively, and we talk about persons with executive power within an organisation.

My third contribution relates to a deeper exploration of the content of the life-story concept. I was motivated to study this concept by Shamir (2017, 2011, 2005, 2001). A leader's core values are developed based on the development of life stories (Sparrowe, 2005). Leaders correlate information obtained from one story to judge the situation of another story and thus continue systematically (Dufresne & Fisher, 2002). Leaders may be affected by difficult family circumstances, high parental expectations, and their involvement in many leadership roles early in life, and this personal life background will affect how they perceive information obtained in the past and use it in future events (Shamir, Dayan-Horesh, & Adler, 2005).

My theoretical contribution is that I have explored the concept of life story by dividing it into four main aspects of life stories, explaining how these shape and advance the collaborative features of leadership members. The four aspects of a life story are educational experiences, professional experiences, external social experiences, and internal social experiences. I found that each of these aspects is a free source of shaping the personal meaning-making system, and they are four sources of developing the meta-cognition of a person, whereby he/she can understand his/her thoughts, formulate personal goals and vision, and test them before putting them in practice.

My fourth theoretical contribution explains the interconnectedness of the life-story concept with leader development. Life story means the information a person will receive from his/her past experiences (Shamir, 2005). Hruška (2021) states that events do not serve to build the personal values of the person but to test them. Many scholars have stated that life stories are part of how a person builds his/her image. I conclude that the information received from participation in the event builds the person's basic values, and then if the person decides to be authentic, he/she will act according to these values. Herein lies the connection between life stories and leader development, because, as I explained, human stories build and advance the individuals personal values.

My fifth contribution is explaining the concept of collaboration as a procedural form of behaviour within a decision-making process. Collaboration is an advanced behaviour and actions among leadership members in a decision-making process. Leadership members, i.e., members of the leadership process, can make decision-making processes more effective and solve a specific problem (McHugh et al., 2016); however, they can do so only if they participate authentically (Dimovski, Penger, & Peterlin, 2009; Grošelj, Penger, & Černe, 2016; Sidani & Rowe, 2018) and employ collaboration as a working methodology (Crosby & Bryson, 2010). All leadership members may be integrated in cross-individual collaboration settings, in which each leadership members core personal values are integrated into the decision-making process (Ospina & Saz-Carranza, 2010). Collaboration is the readiness of a leadership member to take responsibility for that part of the problem which corresponds to his/her role within the organisation; a leadership member should solve only

that part of the problem, and not be distracted by parts which are the responsibility of other leadership members, and present the results of success achieved for that part of the problem in detail and that were logically accepted by others in the final meeting of leadership members.

My sixth contribution is the link between leader development and collaboration as the main components of leadership development. Collaboration "examined the specific communication behaviours and processes used to create collaborative leadership" (Kramer & Crespy, 2011, p. 1024). My theoretical contribution is that once a person has developed his/her values to contribute to a specific issue, he/she should act according to a procedure that guarantees that he/she is not negatively influenced by other members, but contributes authentically, without being hindered. This form is collaboration, in which the person in authentic form is involved in addressing part of the problem and then combines his/her partial solution with the collective solution at the end of a decision-making process.

6.4   Methodological contributions

Qualitative methods are best known for interpreting issues derived from research because there are many open-ended processes in social sciences (Bryman, 2004). The qualitative research method has offered me an expected methodological foundation because this method of researching topics in the social sciences and my doctoral topic has a key role in the exploratory phases of researching the topic of my Ph.D. dissertation (Parry, Mumford, Bower, & Watts, 2014).

I used the qualitative research methodology because I aimed to generate as many research questions and sub-questions as possible by conducting semi-structured interviews with 36 directors and followers of seven regional municipalities. During the process of conducting the semi-structured interview with directors and followers, I was faced with many subjective answers because, at some point, they aim to shape their reality based on their interests in a given context, but the method I chose to conduct the research helped me to get through in details and lead the interviewee to be more argumentative. The following seven points describe the methodological contribution of my research topic:

1. the qualitative method has made it possible to explore the topic of my Ph.D. dissertation in significant depth and to do so within a period necessary to be considered credible scientific research;

2. the qualitative method was flexible enough to distinguish and detect unexpected phenomena during the process of my research, including leadership signs, behaviour, moves, ways of talking, thinking schemas, personal expressions, etc., of directors and their followers;

3. the qualitative method enabled me to be part of leadership processes within the environment in which leaders work on a daily basis;

4. using the qualitative method gave me more chances to explore and be sensitive to contextual and environmental factors in which directors and followers work;

5. using the qualitative method was more effective for exploring symbolic dimensions;

6. by using the qualitative method, I generated a great volume of data; and

7. there are literally thousands of pages of interview transcripts, records, and field notes that I can use for future research projects (papers with different topics, but within the realm of this topic).

6.5   Practical implications

Based on the findings of my empirical studies, I have three basic recommendations for applying the findings to the members of leadership organisations and support their leadership development. The first area of findings involves the cognition of a leadership member in service to organise and use personal information collected across time (during the life) in a collaborative decision-making process. Next, collective knowledge and behaviour will allow leadership members to deliver personal information, accept feedback, and find a common alternative solution for a specific issue. I also discuss creating competitive organisational advantages by substituting competitive and cooperative working methods with the collaborative method as a new form of leadership to create new competitive advantages (Snow, 2015).

6.5.1   The cognition of leaders

The first area of findings is related to the ability of leadership members to reason their argumentation and be productive within the context of the specific decision-making process. The answers I received from the participants, are elated to the definition of qualitative action and making a difference with mechanical action within a decision-making process. Approximately uniformly, their answers can be narrowed to one main sentence: A person who is not aware of personal values, including personal beliefs, thoughts, knowledge, skills, and abilities, and is not aware of the factors that the problem makes apparent, cannot qualitatively act in a decision-making process. Thus, he/she cannot be productive within the team, which negatively affects the team's performance. This statement is supported theoretically by considering the life-story approach, which specifies that life experiences are a source of creating the meaning-making system of a person, whereby he/she can contribute qualitatively while analysing a process.

Table 59: Experiences that influencing the cognition of leadership members while developing an analysis for an issue

Experience	Meaning
Counterproductive experiences	Experiences that put a person in an unfavorable position and leave no space for taking a positive advantage in the end.
Challenging experiences	Experiences that are difficult to face and cause a trauma while experiencing them.
Normal events	Experiences that make it easy to behave and act and cause a positive effect (self-esteem) to them.

Source: Own work.

6.5.2 Collective knowledge and behaviour

The common knowledge and behaviour in a decision-making process are formed by parts of the knowledge of leadership members from within. The common behaviour is created after the matching process of personal knowledge related to an issue. Participants have defined "common knowledge" as a sum of pieces of knowledge offered by the leadership members in a decision-making process. Common knowledge is not obedience to a supreme thought, but the union of different parts on a variable level between its members. The pieces of common knowledge are not at the same level because the contribution of leadership members is not the same.

Participants have specified that productive common knowledge and behaviour have the elements presented in Table 60.

Table 60: Productive common knowledge and behaviour in a decision-making process

Characteristics	Meaning
Authentic contribution	A leadership member deals with that part of the problem for which he/she has knowledge, and that knowledge is formed based on the information by his/her personal experiences.
Official communication	Reporting personal work, delivering information, accepting the information, and presenting the final work

(table continues)

Characteristics	Meaning
	should be documented, and the arguments must be in written form. Only this is accepted as part of common knowledge and behaviour after a verification process of individual work through consulting the documentation of an argument that a person has.

Source: Own work.

6.5.3 Organisational competitive advantages

The use of the collaborative form was selected by the participants as the best form to mark progress in a decision-making process within the organisation. Compared with competitive or cooperative decision-making, the collaborative has these identifying elements:

1. Leadership members must meet certain conditions in advance before being selected to participate in a decision-making process:

   a. be specific in a decision-making process;

   b. have in depth knowledge for that part of the problem which he/she must address;

   c. it should no longer be pragmatic; and

   d. well prepared from the analytical and presentation point of view of his/her individual work.

2. Respect the work of others which is credible and validated, based on the quality of arguments and documentation:

   a. during the process of merging the individual works to make a common decision;

   b. each of them must present the sources of information he/she used to come to the conclusions he/she is presenting to the others; and

   c. the counter-argumentation by other leadership members to the work presented by one leadership member should be followed with the new credible and validated information.

3. Removes from the decision-making process any person who shows destructive actions:

   a. leadership members within a decision-making process should not use tactics that hinder the progress of other members;

b.   leadership members should not use demotivating vocabulary towards other members;

c.   a leadership member should not interfere in the affairs of other leadership members;

d.   a leadership member should not carry inside information outside without being pre-determined by the group; and

e.   a leadership member is not allowed to not fully respect the rules of work within the group, determined on the basis of collaborative decision-making.

6.5.4   A development plan based on my findings to develop decisionmakers in a collaborative decision-making process

My plan for the development of leadership members focuses on three main points: the cognitive abilities of the member; their collective behaviour and knowledge; and adaptation to the way the decision-making process is organised, which should be a collaborative decision-making method. By mastering these three elements, each leadership member is competent to be part of a collaborative decision-making process. However, if any of the members do not meet one or more of these three elements, he/she should adopt them by strictly applying the directives in Table 61. Implementing this plan helps the leadership members develop their knowledge and skills to be part of a collaborative decision-making process.

Table 61: A Development plan based on my findings to develop decision-makers in a collaborative decision-making process

Learning and development need	Type of development	Timeline	Who is responsible	Comments
The cognition of leadership members	Self-development (research or reading)	3–7 days (complex decisions), 1 day (noncomplex decisions)	Leadership member	Access to in-house and other international professional and scientific databases
Collective knowledge and behaviour	Workshops and training	Two times per year, 2 weeks total	Human resource manager to arrange	To be evaluated by the lecturer

(table continues)

Learning and development need	Type of development	Timeline	Who is responsible	Comments
				after each completion of the workshop
Organisational competitive advantages	Conference, Coaching/mentoring	Complete one conference per year	Human resource manager to arrange	Prepare a report about the new insights he/she has gained from the conference

Source: Own work.

First, a member of the leadership, after becoming part of a collaborative decision-making process, must take care of their cognitive development, which is related to the issue under discussion. Therefore, cognitive development means receiving much information, classifying the necessary information related to the issue in question, and formulating that information in the form of arguments, which the person then will use within the meeting. To do this, the leadership member must individually try to obtain information by reading and doing other research through information databases within the company and looking for databases outside the organisation. For complex decision-making, each member participating in the meeting should have time between 3 and 7 days to do this research before the meeting takes place. For simpler decision-making processes, 1 day is sufficient.

After becoming part of a decision-making process, a member of the leadership must act authentically, offering his/her values, which include his/her knowledge, beliefs, and vision. The leadership member, to reach the point at which his/her values are combined with the values of others, must participate in programs in the form of workshops or training that focus mainly on techniques and skills to integrate the diversity of values presented by leadership members in the meetings. These workshops or pieces of training should be organised by the human resources department. It is preferable that at least twice each year the leadership members of an organisation should participate in such workshops to improve and strengthen their ability to express themselves authentically and to learn how to integrate their values with the values of others to reach consensus and common goals.

A leadership member needs to understand the content of an interactive decision-making procedure to apply it in practice. The leadership member can learn this lesson through his/her

participation in conferences related to the topic or through mentoring by an expert in the field. The participation of leadership members should be organised by the human resources department. Conferences should be attended at least once each year by each leadership member. Conference lecturers or engaged mentors should be professionals in leadership development and interactive decision-making processes.

6.6 Implications of this complex process of leadership development for future generations

The analysis of the four aspects of the life story in a collaborative decision-making process within the context of leadership development is the topic of my Ph.D. dissertation, and is a contribution to leadership development as a theory (Day, Fleenor, Atwater, Sturm, & McKee, 2014; Day, & Harrison, 2007; Day, 2000). The differentiation of personal information is related to identifying sources that lead to developing the vision, knowledge, abilities, and skills of a person in a leadership position who participates in the collaborative decision-making processes in an organisation.

Leadership development reflects advancing personal values through awareness of the sources shaping them. The sources of shaping the core personal values are the four life-story aspects that can advance with the accumulation of new experiences. A person should be authentic while conducting a decision-making process. Otherwise, it is impossible to develop personal vision, knowledge, abilities, and skills. People who do not act based on their authentic values shaped by the four life-story aspects can mislead themselves and others while making strategic decisions, and these decisions will not be implemented practically.

Table 62: Importance of using collaborative features shaped by the four life-story aspects in a decision-making process

Component	Importance
Collaborative features determine the decision-making success	A person is aware of his/her actions and activities. A person can function without limits. Acting based on personal values and alignment of these values with the collective mission within a decision-making process.
Life-story aspects are natural extensions of personal meaning-making system	A person must use the four life-story aspects to create meaningful statements. Life-story aspects will complete the representation of the entirety of personal values. Life-story aspects serve to understand if the decision is appropriate for the issue in discussion.

(table continues)

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Component	Importance
Life stories transcend a person	Life stories make a person aware of the situations in which he/she is participating within an organisation. Life stories refine the meaning-making system of a person. Life stories are diverse and help a person to identify the most important events to use as source of information within a specific context in order to clarify the factors influencing the personal work and decisions in a process of decision-making.

Source: Own work.

Based on my research findings, a person should not decide the process of communication with others. The decision must be a product of personal values shaped by the matured information (from the life-story aspect) derived from experience. The values shaped by the four life-story aspects are the crucial capacities of a person to act in a decision-making process. A person who makes a decision based on his/her values shaped by the four life-story aspects knows how to shape the content of a decision and how to implement it practically.

6.7   Recommendation for further research

There are many areas in which the scientific community can further their research in the future. All the areas mentioned in this section proposed to the scientific community for further research are within the scope of leadership development. Specifically, research studies in the future proposed here must provide deepened knowledge about the four life-story aspects, collaborative features, collaborative decision-making, and their interrelation to explain leadership development as a complex process of these elements.

Table 63 presents the main areas that I consider to be crucial for the scientific community to research and give a valuable contribution in the future.

Table 63: Important areas for future research

Recommendation	Example
Include additional participants in empirical studies	Recruit additional participants representatives of private businesses to conduct a qualitative methodology using the interviews.
Use other methodological techniques to study the topic empirically	Focus groups, in-depth interviews, structured interviews, experiments, and quantitative research methods can provide new insights.

(table continues)

Recommendation	Example
Include participants to study the topic empirically from two or more states	The diversity of participants from the perspective of demography and their cultural backgrounds are important to provide new insights into the topic of this Ph.D. dissertation.
Incorporation of new concepts and practices into the study of topic	Study this complex process of leadership development through incorporation concepts from a variety of disciplines that are not included in this Ph.D. dissertation.
Genetics can be included as a new aspect	Information inherited from ancestors can be classified as the fifth aspect of life-story that shapes the collaborative features of a person.

Source: Own work.

The research by the scientific community to obtain more in-depth analyses of the topic should not be limited to one specific research paradigm. Using different research methodologies and techniques provides new insights into leadership development, and the conclusions would progressively be closer to the truth. Therefore, further research by the scientific community should be based on multidisciplinary and interdisciplinary approaches.

7   LIMITATIONS

My empirical study for the topic of my dissertation has some limitations, which I present in this chapter. I characterised these identifications as follows: limitations of the study, sample limitations, study timing, perspective, and duration, limitations of data collection, and analytical limitations. These limitations do not alter, obliterate, or diminish the credibility and validity of the research data I conducted through the qualitative research method. The research I conducted provided validated and credible data regarding the participants' life stories and their core values. Similarly, the narratives of directors presented by their followers validated the data. Therefore, to maintain the credibility of the data, I conducted data triangulation using three different questionnaires with three different actors. The data I gathered are based on a scientific methodology that produces accuracy and intersubjectivity.

7.1   Study perspective

The perspective of the study is to review individual experiences and understand how and why experiences are a source of forming the collaborative features of a leadership member. The way in which participants deliver their life narratives is subjective. They tend to avoid

questions related to the family's negative events. This is because they prefer not to talk about issues they consider to be part of their private life.

In Kosovo, patriarchal families, in which a family member should not talk about issues related to his/her family, still exist. This means that the family is a closed entity in which the information should not go out of the family environment. I prepared some questions within the questionnaire about the internal social experiences which are more specific, but I allowed participants to talk in general (giving opinions).

The questionnaire for their followers was prepared to gather specific answers without allowing the followers to talk in general (not giving personal opinions) because I aimed to validate the data I gathered from the directors. The questionnaire had specific questions that led participants to mention specific elements they noticed at that time of story development. Participants showed their life stories based on their perceptions. The semi-structured interview allowed me to intervene when participants were becoming too subjective when answering the questions.

7.2   Sample limitations

I used a study sample of 36 directors and 28 followers from seven regional municipalities and three experts. One region has more than one municipality. For example, the Municipality of Peja, the Municipality of Istog, the Municipality of Klina, and the Municipality of Deçan are within the same regional area. Other regional areas of Kosovo also have more than one municipality. The study sample was limited to seven major municipalities in seven regional areas. I did not include in the sample other municipalities which are smaller in size. I decided to use only the significant municipalities because of the working dynamism, the populations, the size of the territory, and the amount of budget.

The study sample included only participants in one country, the Republic of Kosovo. Including a diversity of participants from different countries in the sample could produce additional valuable information for the study. The culture, life perspective, lifestyle, educational system, political issues, well-being, and other factors that differ between countries could be a prominent alternative for validating data collection.

Similarly, participants who were part of my sample are from the public sector, and I did not include any from the private sector. In my empirical study, I included directors from the public sector and not from the private sector because public institutions are better organised in Kosovo. Public institutions are organised according to a statute, the hierarchical structure is respected, and official documents are respected, including company regulations. Another reason was that all participants were managers of positions that mainly involved the same tasks. If I had included executives from the private sector, I also would have had to diversify participants by considering companies from different industries. Therefore, I focused on

studying executives who conduct the same activities, so that I could verify the results from one interview with the results of the following interview.

7.3   Study timing and duration

Empirical data were collected between 2019 and 2022, but most of the interviews were conducted in 2020 and 2021. During this time, I conducted interviews within the directors' mandate in municipalities. The mandate of directors started in 2017 and ended in November 2021. I considered that two years of experience in the position of a director in a municipality was enough time for them to be able to answer the questions I prepared in the questionnaire. The data reflect the truth expressed through the responses of directors and their followers within that period.

The time used to interview a director and his/her followers was limited to not more than 1 hour and 30 minutes. I consider that time to be sufficient to gather essential data for my empirical study. I noticed as more time is spent in an interview, the participants concentration decreases, and he/she or she begins to repeat similar sentences. During the interview, I made brief interventions and allowed the participant to construct the narrative of his/her own life through his/her answers.

7.4   Limitations of data collection

The process of my study, among others, had some limitations that did not affect the quality of the study. The main areas in which I have identified these limits are the sample, the duration of my study, and the data collection. I have avoided any possibility that these limitations would affect my study negatively. My respondents gave me enough credible and meaningful information about my study. The method of interpreting their stories was helpful for me to understand the development of their life stories and the benefits to the respondent of having the opportunity to experience these stories.

The study sample was limited to 64 individuals, of which 36 were directors from seven regional municipalities of Kosovo and 28 were followers of the same directors. Therefore, the respondents were located within a specific geographic area and a particular type of organisation. The directors and followers were selected randomly, and I did not focus on certain types of directories. Most of the directors in these municipalities were male, and thus it was not possible to have a balance of participants of both sexes.

This study aims to understand the content and the benefits that a leadership member has gained by experiencing life stories throughout his/her life. Data were collected between 2019 and 2021, and most were collected in 2021. The data represent participants' worldviews about their life stories. Their conclusions given during the interview process regarding the content of their life stories are subjective. The participants' answers were crucial, and with

my insistence on asking questions, I encouraged the participants to be more open. They started elaborating on their events in detail, making it easier for me to understand what they have experienced.

I have been conducting semi-structured interviews since 2019. The data were collected from a certain number of interviews but were sufficient to successfully collect the necessary information. Selecting directors has been difficult due to their reluctance to reveal their experiences to someone they do not know. There also was difficulty in extracting ample information about participants' sensitive issues, so the information I gathered was more intersubjective. Concentrating on the seven regional municipalities themselves, among other things, was a challenge because the refusal of directors to participate reduced my chances of selecting participants. However, generally, I did not have such problems often. The interview duration often was a problem for participants because they were exhausted after the first hour of the interview. However, during the first hour, their explanation was very dynamic.

7.5   Analytical limitation

I prepared transcripts for all the interviews and made an effort to ensure that these transcripts are within the scope of academic professionalism. While conducting an interview, I could not present gestures, facial expressions, and other non-audible movements within the transcript. Therefore, if the respondents did not express such things in words, the transcriptions I prepared have no emotional and empathic content. In the transcripts, I included all the concepts, phrases, and words that the respondent mentioned. The analytical process I conducted included four essential areas, each representing an important step in fulfilling the purpose of this Ph.D. dissertation. Figure 13 presents these areas.

Figure 13: The analytical process
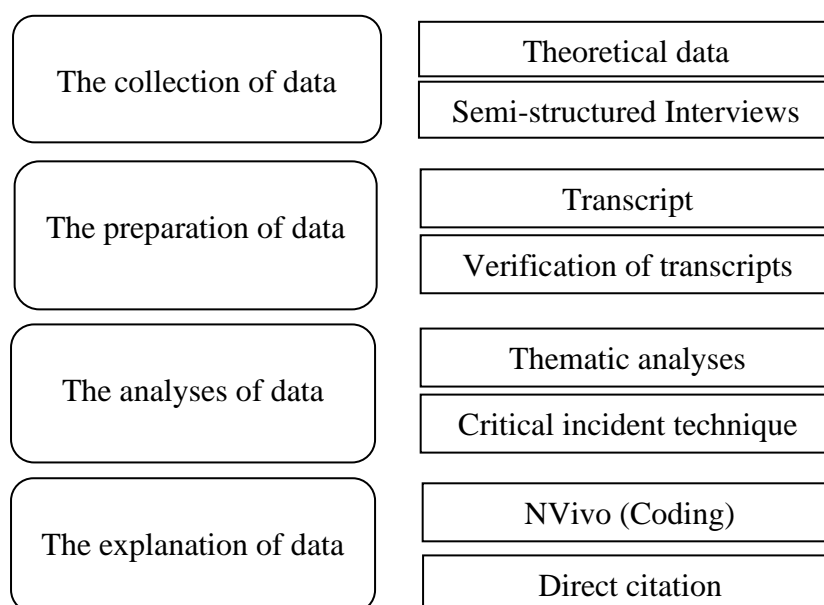
Source: Own work.

I used data analyses, thematic analyses, and critical incident techniques to make the correlation between personal life stories and a person's role within a decision-making process. Using all these forms would complicate the method of data interpretation. However, because the respondents' responses are considered to be subjective, I concluded that to be as intersubjective as possible, it is necessary to have and use a mixture of techniques for the analysis and interpretation of data I collected during the process of semi-structured interviews. All the techniques have differences that served as an added value for achieving the intersubjectivity of this study.

CONCLUSION

The topic of my dissertation is related to studying factors that lead to the development of leadership traits. Based on the empirical findings, I conclude that leadership development is a complex process involving a wide variety of separate processes, which are part of the whole. Each of these processes takes place separately and independently. This section presents all the processes that shape leadership development.

Participating in life events and absorbing new information occurs when a person during his/her life becomes part of events not created by him/her but as a consequence of the dynamics within the community in which the person is living. During participation in these events, the person has the opportunity to disclose the information he/she possesses and receive new information due to collaboration with others and other dynamics that occur within the event. Participation in an event does not occur endlessly, and the dynamics within the event can produce negative or positive results for the person in question. The results of an event are not the same for all participants in the event. For some, the results are positive because the event results are related to their interests. In contrast, they are negative for others because the results conflict with their values, including their personal interests.

First, a person begins to build his/her personal core values while participating in events from which he/she or she gathers new information. Then over time, from these life stories, the person begins to create worldviews, which he/she uses to judge the existing state of affairs he/she faces during his/her life. I identified four aspects of life stories.

Formation and advancement of the personal aspect of educational experiences occur when a person forms a worldview of things as a result of information received within educational institutions throughout his/her life. The aspect of educational experiences is developed by passing from one level to another level of education throughout a person's life. The specifics of information within this environment are different from the specifics of other environments, such as society, family, and profession. The specifics that make this environment different are the participants in the events that take place there and the purpose and objective of educational institutions, which produce entirely different effects or results for the person. Within educational institutions, the person is limited and behaves or acts according to certain scientific norms. These events also build a person's ability to be accurate

in real life. In this environment, information is a source of analysis using scientific knowledge rather than participants' emotions.

Formation and advancement of the personal aspect of professional experiences occur when a person forms a worldview of things as a result of information received within the organisations in which a person has worked. The specifics of the environment in organisations are not similar to the specifics in other contexts of life. The person within an organisation should be committed to offering his/her values. Within this environment, the person advances by proving that he/she knows how to achieve personal values and add value to the companys common values, thus helping the organisation achieve its objectives. Therefore, the behaviour or actions of the person within this environment are based on the professional knowledge that the person has accumulated and now effectively knows how to coordinate these values with the organisation's values to achieve its objective.

Formation and advancement of the personal aspect of external social experiences occur when a person forms a worldview of things as a result of information received within the society in a person's life and beyond. How a person experiences events within society and beyond differs from those from their work, school, and family. The content of the information is superficial and requires understanding the goals and interests of the participants in these events. In an event within society, a person is not obliged to be sincere and realistic because the participants are not known, and their goals and interests are not known. Therefore, the environment within these events is not very safe for the person, and the information that comes out of these events is not easily verifiable. This information must go through many verification filters; until then, it is not appropriate to take it as credible information from the person. Therefore, the person should be cautious when giving information to others because others can misuse the information given.

Formation and advancement of the personal aspect of internal social experiences occur when a person forms a worldview due to information received within the family environment. Events within this aspect take place based on trust, respect, empathy, and support. The information obtained from these events is intersubjective and filtered, and the experiences verify this information of older family members. All family members can express their thoughts and information fully without fearing that they will be misused. The information gained from these events is expressed in cases in which the persons one collaborates with are known, trustworthy, and committed to achieving a common goal without aiming individual benefits.

The ability of a person to define a problem is formed and advanced as a result of information derived from events within the environment of a school, society, organisation, and family. Information obtained from events within the family environment is the reason for the person's ability to identify trustworthy people who have adequate information to define the problem or a piece of it. Events within an organisation help the person delegate tasks to colleagues to define the problem. Events within the society are the reason for the

development of the ability of the person to identify the consequences that the problem in question may cause because the persons and the departments that will be affected by this problem will be identified. The events within the educational institutions are the cause of building and advancing this value in the person, allowing him/her to classify the problem, unravel all or parts of the problem, describe its structure, and communicate to others.

The ability of a person to think critically is formed and advanced as a result of information derived from events within the environment of a school, society, organisation, and family. Events within the family environment are a source of information for a person who, while creating an opinion or analysis, aims to be impartial and present any information without exaggerating or distorting reality to benefit. Events within society are a source of information for the person to identify pseudo-information presented in the form of opinion, which is not objective. Events within the organisation are a source of information for a person to use and present the details that are real and not imagined. Events within educational institutions are a source of information for the person to be argumentative by classifying information according to importance and content.

The ability of a person to share information is formed and advanced as a result of information derived from events within the environment of a school, society, organisation, and family. Events within the family environment are essential when a person is part of a team whose members he/she has known for an extended period, and he/she trusts them and knows much information about them. Therefore the person will be more familiar with them and will deliver information without worrying that it will harm him/her and the organisation. Events within the environment of educational institutions are essential for a person to understand the content and procedure of delivering the information without causing any problems. Events within society are essential for a person dealing with destructive people, and information should be shared carefully. Furthermore, the events in an organisation are essential for a person to identify classified information from non-classified information and understand how to address the information without violating the hierarchical line of staff responsibilities.

A person's ability to forecast is formed and advanced as a result of information derived from events within the environment of a school, society, organisation, and family. The events within the environment of an educational institution are essential to understand the future consequences in cases of taking specific actions in the present. The events within the environment of the family are essential to staying stable and implementing activities and the plan one has developed. The events in the organisation are essential to link the precedence cases with those forecasted. The events in society are essential to managing the dynamics of life while the person is aiming to realize the plan that has been developed.

The ability of a person to design his/her thoughts is formed and advanced as a result of information derived from events within the environment of a school, society, organisation, and family. The events within the family environment are essential for feeling confident,

self-esteem, and concrete while thinking and presenting an argument. The events within the environment of educational institutions are essential to developing personal meta-cognition, whereby the person can analyse personal thoughts and refrain from delivering any argument if he/she or she is unsure about its appropriateness. The events within the society are essential to be more creative while the person is structuring the personal argumentation. The events in an organisation are essential while the person aims to structure an argument within the context of the discussion.

After creating collaborative values, the person begins to use them in concrete decision-making cases. These values are expressed successfully when the collaborative form of behaviour and action is used in a decision-making process. The following paragraphs elaborate on the collaboration form, emphasising its use in leadership decision-making processes.

Collaboration as a procedure of behaving in a leadership process is the way in which leadership members successfully manage to attain the common objective. This form helps leadership members to serve by offering their values to advance the overall interest, distributing decision-making responsibilities to more than two people, and distributing the merits of success. Through this form, leadership members present their authenticity, and decisions are valued as accurate and with a high level of sustainability.

The research idea was the result of my wish to continue developing the life-story approach (Shamir, 2005) built by one of the most influential scientists, Boas Shamir, most of whose research is related to the field of leadership development. I used the qualitative research design. The advantage of using qualitative methods in this Ph.D. dissertation was in gathering the raw data directly from leaders through semi-structured interviews. However, using qualitative methods also has disadvantages, which are higher research costs and requiring more time compared with using quantitative methods. This research method helps me understand leaders' past experiences to construct the four life-stories aspects and understand how these shape the daily collaborative decision-making of leaders (Clandinin & Connelly, 2000).

The country in which I conducted empirical research was Kosovo and its seven significant municipalities: Pristine, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova. I prepared a semi-structured interview with a sample size of 36 directors from the municipalities of Kosova and three experts from Slovenia and Kosovo to triangulate the research process. The unit of analysis is the individual, and the outcome of interest in this research is the role and behaviour of leadership member and their life stories by linking them with their role in a collaborative decision-making process. The sampling interval of interviews was 2 years, and the fundamental empirical research was self-financed. I used voice recording and transcriptions in semi-structured interviews and critical incident techniques. The length of one interview was not more than 1 hour and 30 minutes.

This research used NVivo software to manipulate raw data gathered from the research field. I used thematic analysis for the data gathered from the interviews by reading the transcripts and coding the text (Braun & Clarke, 2006). Thematic analysis also is related to the case because it focuses on the human experience subjectively and emphasises the participants' perceptions, feelings, and experiences as the paramount object of the study. I used a voice recorder to record the conversations and I then created transcripts, from which I created the model to describe the occurrence of the patterns.

Therefore, the theoretical contributions of this Ph.D. dissertations are advancing and integrating the literature on the life-story approach and collaborative decision-making in leadership development. This dissertation expands knowledge in the field of leadership development. I took into account the development of intrapersonal core values (Day, 2011), specifically the individual collaborative features, by taking into consideration life experiences (Day, Fleenor, Atwater, Sturm, & McKee, 2014) and the integration of unique collaborative features in the process of collaboration among leadership members (Cullen-Lester, Maupin, & Carter, 2017).

I propose seven relevant propositions related to my topic: (1) the concepts used, researched, and elaborated empirically in my Ph.D. dissertation; (2) leadership development is a complex process of experiences developed from within, which is related to certain phenomena that evolve over time; (3) personal stories (experiences) initially are shaped by information heard for the first time and then are reshaped by repetitive information; (4) repetitive information over time leads to a matured personal story; (5) the linkage of numerous matured stories creates a life-story aspect; (6) a life-story aspect is the source of the individual meaning-making system; and (7) a life-story aspect provides fertile ground for unpacking the collaborative tendencies in general and in the work setting in particular.

This Ph.D. model (Figure 1) guides individuals, teams, and organisations to enhance their collaborative capabilities. Therefore, the practical implications of this Ph.D. dissertation are: (1) the cognition of leaders – helping leaders organise and use their personal information collected across time (during their lives) in a collaborative decision-making process; (2) collective knowledge and behaviour – creating the opportunity for leaders and followers to deliver their personal information, accept feedback, and find a common alternative solution for a specific issue; and (3) organisational competitive advantages – replacing competitive and cooperative working methods with the collaborative method as a new form of leadership to create new competitive advantages (Snow, 2015).

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APPENDICES

Appendix 1: Summary in Slovenian Language

Povzetek

Odločitve, ki jih sprejmejo vodje, vplivajo na širok spekter življenj ljudi, zato so zapleteni postopki odločanja (Ginkel & Knippenberg, 2012; Larsen, Grey, & Eckstein, 2014) za vodje neizogibni in pozitivni rezultati, ki izhajajo iz učinkovitih procesov odločanja, za katere si vodje prizadevajo (Mendes, Mendes, & Salleh, 2019). Zato bi se morali vodje vsekakor naučiti razvijati ustrezne veščine, s katerimi bi bili procesi učinkovitejši. Podobno sta Rangus in Černe (2019) izvedla raziskavo vpliva taktike vpliva vodstva in odprtosti zaposlenih do drugih na podlagi inovacijske uspešnosti, ki je postala nujna v 21. stoletju.

Člani vodstva, torej člani procesa vodenja, lahko naredijo postopke odločanja učinkovitejše in rešijo določen problem (McHugh et al., 2016), vendar le, če avtentično in verodostojno sodelujejo (Dimovski, Penger, & Peterlin, 2009; Grošelj, Penger, & Černe, 2016; Sidani & Rowe, 2018) in uporabijo sodelovanje kot delovno metodologijo (Crosby & Bryson, 2010). Tema moje doktorske disertacije spada na področje razvoja vodenja (Sparrowe, 2005), saj obravnava način, kako se razvijajo lastnosti sodelovanja članov vodstva, in vzpostavlja tok teh lastnosti sodelovanja, hkrati pa jih vključuje v kontekst sodelovanja med člani procesa vodenja (Avolio, Walumbwa, & Weber, 2009; Boal & Schultz, 2007; Dan, 2011; Shamir, Dayan-Horesh, & Adler, 2005).

Namen te doktorske disertacije je prikazati, da je razvoj vodenja aktivno področje pri oblikovanju teorij in testiranju (Spisak, OBrien, Nicholson, & Vugt, 2015) kompleksnih procesov (Yammarino & Dansereau, 2011). Kompleksni proces sam po sebi vključuje linearno preučevanje številnih različnih konceptov, vključno s koncepti sodelovanja, vodenja, odločanja, življenjskih zgodb in posameznih značilnosti, da bi zagotovili epistemološki jezik za opis širšega pojma, kot je zapleten proces razvoja vodenja (White, Currie, & Lockett, 2016).

Opis razvoja vodenja ni možen, če hkrati ne upoštevamo in v eno koherentno razlago ne združimo življenjskih zgodb in razvoja posameznih značilnosti na individualni ravni ter skupnega odločanja na kolektivni ravni. "Obnašanja ni mogoče predvideti niti z namenom posameznih akterjev niti s pogoji okolja" (Markus & Robey, 1988, str. 588). Razvoj vodenja je širši od koncepta razvoja avtentičnega vodenja (McCauley, 2021). Pri razvoju vodenja gre za skupine ljudi (vodje in sledilci), ki razvijajo skupne cilje (smer), usklajeno delo (usklajevanje) in vzajemno odgovornost za kolektiv (zaveza). Razvijanje bolj zaupanja vrednih in pristnih odnosov bi običajno pomagalo pri razvoju teh skupnih rezultatov. Toda brez teh skupnih rezultatov se vodenje ne razvije.

Nadalje, za razjasnitev koncepta razvoja vodenja, ta doktorska disertacija predstavlja argument, da so znanstveniki od raziskovanja vprašanja vodenja razlikovali med razvojem vodenja in razvojem vodij ter jih preučevali kot dva različna pojma (Dan, 2000; Dan, Fleenor, Atwater, Sturm & McKee, 2014). Od obeh se razvoj vodje osredotoča na

preučevanje temeljnih intrapersonalnih vrednot, zato je njegov glavni poudarek na temeljnih individualnih vrednotah (Miscenko, Guenter & Day, 2017), medtem ko razvoj vodenja vključuje temeljne individualne vrednote in medosebne dejavnosti vodij s svojimi privrženci. v procesu odločanja v organizaciji (Cullen-Lester, Maupin & Carter, 2017). Na podlagi mnenja prof. dr. McCauley obstaja razlika med razvojem vodenja in razvojem vodje, saj je dejala, da so v Centru za kreativno vodenje to razliko opredelili z uporabo argumentov, zapisanih v CCL Handbook for Leadership Development (3. izdaja, 2010):

o "Razvoj vodje opredeljujemo kot razširitev sposobnosti osebe, da je učinkovita pri vodstvenih vlogah in procesih. Vodstvene vloge in procesi so tisti, ki olajšajo določanje smeri, ustvarjanje usklajenosti in ohranjanje predanosti v skupinah ljudi, ki si delijo skupno delo" (Velsor, McCauley & Ruderman, 2010, str. 2).

o "Razvoj vodenja opredeljujemo kot razširitev vodstvenih zmogljivosti kolektiva za ustvarjanje smeri, usklajenosti in zavezanosti. Kolektiv je vsaka skupina ljudi, ki si delijo delo, na primer ekipe, delovne skupine, organizacije, partnerstva, skupnosti in narodi" (Velsor, McCauley & Ruderman, 2010, str. 20).

V naslednjih odstavkih so predstavljeni nekateri koncepti, z namenom, da bi teoretično in empirično razložili zapleten proces razvoja vodenja.

Koncept vodenja v zadnjih dveh desetletjih preučujejo številni avtorji (Antonakis, Bastardoz, Liu & Schriesheim, 2014; Day & Antonakis, 2012; Dinh et al., 2014; Lord, Day, Zaccaro & Avolio, 2017; Lowe & Gardner, 2000) in velja za kompleksen pojav, pri katerem so znanstveniki vodili svoje raziskave v interesu, da pojasnijo številne razsežnosti njegove vsebine kot koncepta (Garretsen, Stoker & Weber, 2020). Tradicionalno je koncept vodenja opisan kot način, kako vodje vplivajo na svoje privržence (Hogg, Haslam, Rast, Steffens & Gaffney, 2019), ker se uporabljajo za delovanje v okolju z namenom uveljavljanja svojih osebnih vizijo v organizacijo (Yukl, 2006).

Ena od teorij, ki lahko teoretično pomaga pri opisu teme, je avtentično vodenje. Znanstveniki so začeli raziskovati koncept avtentičnega vodenja od leta 1990, najprej pa so ga uporabili v disciplini sociologije in izobraževanja (Ladkin & Taylor, 2010). Na podlagi prof. dr. Hruška (2021) je vsebina koncepta avtentičnega vodenja nekoliko nejasna. Poudaril pa je enega od opisov, ki koncept avtentičnega vodenja predstavljajo kot posebno vrsto razvoja. Temelji na razvoju identitete in je osredotočen tudi na skladnost med našimi dejanji in našim razmišljanjem, kar je morda celo taktika, da na nek način obdržite svojo identiteto v skladu s temi neskladji med okoljem in lastnim jazom. Včasih je res težko delovati v določenem kontekstu, če si sam pri predstavljanju identitetnih vrednot, zato se oseba začne obnašati sramežljivo, neskladno in nastanejo težave. Posledica tega je, da ljudje, ki sodelujejo pri vodenju, ker ne dosegajo usklajenosti svojih identitetnih vrednot s posebnostmi konteksta dogodka, razvijejo kompulzivno vedenje, ki bo pomenilo izvajanje dejanj v isti obliki, ne da bi vedeli ali dočakali, da na koncu dosežejo cilj s pozitivnimi rezultati.

Koncept članov vodenja ima drugačen pomen v primerjavi z drugimi koncepti, kot so koncept vodje in sledilcev, teorija izmenjave vodja-član itd. (Carter et al., 2020). Član vodstva je del procesa vodenja, ki je povezan s procesom skupnega odločanja. Vloga člana vodstva v procesu vodenja ni trajna in se spreminja glede na razvoj procesa sodelovanja pri odločanju. Torej je vloga člana vodstva odvisna od znanja, ki ga ima vodja o obravnavanem vprašanju (Vugt & Rueden, 2020). Člani vodstva, torej člani procesa vodenja, lahko naredijo postopke odločanja učinkovitejše le, če se zanašajo na sodelovanje kot organizacijsko obliko namesto na druge alternativne oblike, kot sta konkurenca in sodelovanje (Snow, 2015).

Odločanje je pomemben proces vodenja, ki združuje člane vodstva, torej člane procesa vodenja, da razpravljajo o vsakem vprašanju, ki je postavljeno kot organizacijski problem, in izdelajo skupne vodstvene rešitve, ki imajo koristi za organizacijo (Tichy & Bennis, 2007). Vodje se ves čas odločajo na različnih področjih in te odločitve lahko povzročijo pozitiven ali negativen učinek na organizacijsko strategijo, priložnosti za preoblikovanje in strukturo družbenega omrežja v organizaciji (Westaby, Probst, & Lee, 2010). Vendar bi morali člani vodstva, to je član procesa vodenja, navesti številne razloge za vsako odločitev, ki jo predstavijo, da bi utemeljili svoj položaj odločanja in se izognili negativnim posledicam svojih odločitev (Colquitt, Conlon, Wesson, Porter, & Ng, 2001). Ta oblika vedenja člana vodstva omogoča razumevanje njegovih/njenih namenov in načrtov (Friedman & Lobel, 2003).

V proces odločanja je vključenih več oseb z različnimi poklicnimi, kulturnimi in izobrazbenimi izkušnjami, ki so v večini primerov postale meja posredovanja individualne vizije v družbenem omrežju (Morse, 2010). Raznolikost članov vodstva ustvarja potrebo po integracijskem procesu njihovega osebnega odnosa, vedenja, prepričanj in idej v skupno vizijo (Kramer & Crespy, 2011). Ta integrativni proces članov vodstva bi jim pomagal ustvariti potrebne skupne vrednote za učinkovito odločanje za doseganje organizacijskih ciljev (Crosby & Bryson, 2010). Ta doktorska disertacija je pokazala, da bi proces povezovanja vseh članov vodstva dosegli z medsebojnimi nastavitvami sodelovanja, kjer je vsak član s svojimi intelektualnimi sposobnostmi vključen v odločanje vodstva (Ospina & Saz-Carranza, 2010).

Sodelovanje je način vedenja, kjer se oseba zaveže, da bo dosegala cilje. Ta način obnašanja pomeni, da se oseba s svojimi vrednotami zaveže, da bo v procesu odločanja dodana vrednost. S to obliko vedenja bo oseba natančno poznala svoje meje in prednosti v procesu odločanja. Z uporabo raziskovalnega orodja, imenovanega NVivo, sem s pomočjo podatkov iz intervjujev s sodelujočimi v raziskav ugotovil, da je sodelovanje:

1. oblika delovanja;

2. delovni postopek;

3. Pristen prispevek k procesu odločanja;

4. Metoda ustvarjanja novih skupnih vrednot;

5. Visoka stopnja samoorganizacije v procesu;

6. Enostavna identifikacija osebnih omejitev in prednosti z uspehom določiti stopnjo potencialnega prispevka, ki ga lahko prispeva v procesu odločanja;

7. Prikaz visoke stopnje osebne discipline pri delu;

8. Spoštuje prispevek drugih v procesu odločanja;

9. Biti mora konstruktiven in ne uničujoč;

10. Delujte kakovostno (zavedajte se vsakega svojega dejanja v procesu in razumejte delo drugih, medtem ko skupaj z drugimi člani vodstva na koncu procesa sprejemajo skupno odločitev)

Sodelujoči v raziskavi opredeljujejo kot delovni postopek v procesu odločanja:

1 Organiziranje dolžnosti vsakega člana vodstva;

2 Določitev norm vedenja in komunikacije za člane vodstva;

3 Prispevek članov vodstva mora biti le v skladu z njihovimi temeljnimi osebnostnimi vrednotami (misli, prepričanji, željami, veščinami, sposobnostmi itd.);

4 Opis oblike sprejemanja skupne odločitve (vsak član vodstva je odgovoren, da na koncu ponudi svoje individualno delo in svoje gradivo poveže z gradivom drugih članov vodstva); in

5 Oblikovanje končnega poročila po izvedbi skupnega sklepa z analizo stopnje uspešnosti.

Razliko med sodelovanjem in konkurenco je najbolje videti v obnašanju članov vodstva v procesu odločanja (Fjeldstad, Snow, Miles & Lettle, 2012). Člani vodstva sodelujejo z namenom verodostojnega delovanja v takem procesu (Morse, 2010) v primerjavi s konkurenco, pri čemer je vodilni član angažiran kot protagonist v skupini (Garfield, Rueden & Hagen, 2019), medtem ko je sodelovanje povezano na sposobnost posameznika, da čuti empatijo (pripravljenost na žrtvovanje za uspeh drugih v timu) do prizadevanj kolegov v danih okoliščinah v procesu odločanja (Binmore, 2006).

Sodelovalne lastnosti so označene kot temeljne osebnostne vrednote vodje/privrženca, ki so se sčasoma razvile in ki jih lahko uporabijo v procesu skupnega odločanja (Vries, 2012). Poleg tega ta doktorska disertacija vzpostavlja pet najpomembnejših skupnih značilnosti, in sicer opredelitev problema, kritično razmišljanje, izmenjavo informacij, napovedovanje in oblikovalsko razmišljanje (Dinh et al., 2014). Značilnosti sodelovanja so mehanizmi, ki jih oseba zgradi v sebi, da bi uresničila svoje osebne vrednote v družbenem krogu, kjer je

aktivna. Te mehanizme pristno ustvari oseba in niso rezultat enotnega družbenega standarda. Oseba se s svojimi lastnostmi sodelovanja prilagodi in prispeva k sodelovalnemu odločanju, ne da bi ji bila odvzeta pravica do pristnosti v dejanju, ne da bi pri tem prikrajšali druge.

Razvoj teh sposobnosti sodelovanja se meri z dokazovanjem uspeha osebe v procesu odločanja. Če nekdo v svojem nastopu zazna regresijo, se je dolžan osredotočiti na razvoj svojih lastnosti sodelovanja s krepitvijo vidikov svoje življenjske zgodbe, s svojim sodelovanjem pri dogodkih, ki zbirajo ustrezne informacije.

Definicija problema je funkcija sodelovanja, ki se nanaša na sposobnost vsakega vodstvenega člana, da oceni in analizira, kako lahko definira problem in verodostojno prispeva k določenemu delu rešitve (Delbecq, 2017). Oseba mora biti sposobna razumeti naravo problema; katere informacije je treba opredeliti v zvezi z zadevo in njihovim virom; kakšne so negativne posledice problema in kakšne bodo posledice v prihodnosti v primeru nerešenosti itd. Ta skupna lastnost določa določene norme, ki poenostavljajo način, kako se osebna prepričanja, misli, ideje in vizije prenašajo v odločanje (Chatman & Flynn, 2001). Te norme bi morale povezati značilnosti določenega dela problema s temeljnimi osebnostnimi vrednotami vodstvenega člana (Taggar & Ellis, 2007).

Kritično mišljenje je delni proces vodstvenega člana, pri katerem sodelujejo s svojim spoznanjem, da bi našli rešitve za določen problem (Lord & Brown, 2001). Ta individualna predanost procesu odločanja je opisana na podlagi treh pomembnih kognitivnih komponent, vključno s procesom poslušanja, spominom in tekočim sklepanjem (Cowan, 2005). Sposobnost poslušanja je posamezna kognitivna komponenta, ki se nanaša na to, kako učinkovito je mogoče obdelati informacije (Hult, Ketchen & Slater, 2004). Spomin je kognitivna komponenta, ki opisuje, kako je mogoče obdelati nivoje različnih informacij in, ko je to posledica visoke ravni, koliko tega se zadrži v umu (Gathercole, Pickering, Knight & Stegmann, 2004). Fluidno sklepanje je kognitivna sposobnost vključevanja v kakovostno argumentacijo o določenem problemu v procesu odločanja (Engle, Tuholski, Laughlin & Conway, 1999). Torej ta funkcija sodelovanja pomeni sposobnost osebe, da obdela kontekstualne podatke zadevne težave.

Izmenjava informacij v procesu skupnega odločanja opisuje pot pretoka informacij med vodstvenim članom in drugimi člani, da bi skupaj rešili problem (Pajunen & Fang, 2013). Delitev informacij med vodstvenimi člani omogoča pet mehanizmov: racionalni, kognitivni, pogovorni (Hardy, Lawrence & Grant, 2005), strukturni (Berends, van Burg & van Raaij, 2011) in relacijski (Phelps, Heidl, & Wadhwa, 2012). Ti mehanizmi pojasnjujejo, kako vodstveni člani jemljejo informacije, ki izhajajo iz njihovih preteklih izkušenj in procesov, tako da vključijo svoje kognitivne sposobnosti in jih nato posredujejo drugim prek svojih komunikacijskih veščin, hkrati pa izbirajo učinkovite besede za razjasnitev sporočila, ki ga želijo prenesti (Chua, Ingram & Morris, 2008). Takšne posamezne informacije bi morale biti strukturirane tako, da so smiselne za tiste, ki jim posvečajo pozornost (Hansen, Mors, & Lovas, 2005).

5

Napovedovanje pomeni, kaj član vodstva napoveduje v zvezi s prihodnjimi izidi določenega vprašanja (Shipman, Byrne, & Mumford, 2010). Na vodstvenega člana lahko v procesu odločanja vpliva veliko dejavnikov (delovno okolje, vmešavanje članov ekipe, časovna dinamika itd.), ki ga lahko vodijo v napačno smer napovedovanja (Wilson & Gilbert, 2005). V procesu sodelovanja pri odločanju mora imeti vodilni član jasno vizijo, za katero trdno verjame, da jo pomeni praktično izvajanje (Lapidot, Kark, & Shamir, 2007). Medtem ko se sooča s problemom, član vodstva poskuša napovedati najboljšo rešitev tega problema z upoštevanjem naslednjih ključnih spremenljivk pri napovedovanju: spoznanje, objektivnost, časovna dimenzija in vsebina rešitve (Mumford, Steele, McIntosh, & Mulhearn, 2015).

Oblikovalsko razmišljanje je delni proces, pri katerem vodstveni član uporablja svoj človeški in družbeni kapital za razvoj novih idej in njihovo izpopolnjevanje, da bi izključil tiste, ki niso dovolj dobre za izkoriščanje resničnih priložnosti v prihodnosti (Marion & Uhl-Bien, 2002; Stobbelir, Ashford, & Buyens, 2011). Za uspešno preoblikovanje situacije v organizaciji mora biti član vodstva zavezan ustvarjanju novih idej in njihovemu nadaljnjemu razvoju, da jih je mogoče enostavno izvajati v dejanskih primerih (Baer, 2012). Zato morajo biti člani vodstva hkrati zelo ustvarjalni in realni, saj je nove ideje, ki jih ustvarjajo, zelo pogosto težko uresničiti v praksi (Škerlavaj, Černe, & Dysvik, 2014).

Vidik življenjske zgodbe ima posebno vsebino, saj jezik, ki se uporablja za opis elementov, nima enakega pomena kot drugi vidiki življenjske zgodbe (Weischer, Weibler, & Petersen, 2013). Ta doktorska disertacija poudarja štiri vidike življenjske zgodbe, v katere je mogoče umestiti in ovrednotiti dogodek (Ramarajan, 2014), in pojasnjuje pomen teh vidikov v nadaljevanju:

Notranje družbene izkušnje (NDE) - Ta vidik življenjske zgodbe vključuje vse dogodke, ki jih je član vodstva doživel v svoji življenjski dobi v okolju svoje družine Jaskiewicz, Combs, Shanine, & Kacmar, 2017);

Zunanje družbene izkušnje (ZDI) - Ta vidik življenjske zgodbe vključuje vse zgodbe, ki jih je član vodstva doživel v družbi (pogovor s prijatelji, srečanje s tujci, potovanja) v širšem kontekstu (Ensari & Murphy, 2003);

Poklicne izkušnje (PI) – ta vidik življenjske zgodbe je sestavljen iz dogodkov, ki jih je doživel član vodstva, medtem ko je delal na vseh svojih delovnih mestih (Carpini, Parker, & Griffin, 2017; Solberg & Wong, 2016); in

Izobraževalne izkušnje (II) – ta vidik življenjske zgodbe vključuje dogodke, ki jih je vodstveni član doživel v šoli in na univerzi (Higgins, Robinson in Hogg, 2014; Leana & Pil, 2006; Park, Stone, & Hollway, 2017).

Vidik življenjske zgodbe je človekov pogled na svet v procesu njegove analize o določenih vprašanjih v prihodnosti in da ta svetovni nazor oblikuje precejšnja količina informacij, obdelanih z dogodki, ki spadajo v določeno kategorijo vsebin. Vidik življenjske zgodbe se

šteje za niz dogodkov, ki ustvarjajo medsebojno povezane informacije za osebo, ki jih je doživela. Torej se človekov odnos do razvoja neke dinamike v sedanjosti in prihodnosti gradi na podlagi obstoječih informacij znotraj teh svetovnih nazorov, ki so opisani kot vidiki življenjske zgodbe. Vidik življenjske zgodbe ima tri komponente, kot so zrele informacije, predpisane informacije in trajnost.

Zrele informacije so informacije, ki se pojavijo kot nove informacije, ki so v obliki zaključka, ko se dogodek konča, da se še naprej razvija, ki se nato postavi v en vidik življenjske zgodbe, da bi bil del osebnega pogleda na svet o določenem vprašanju. Predpisane informacije so način, kako je oseba sprejela informacijo iz svoje zakladnice osebnih podatkov po končanem razvoju dogodka. Če oseba ne zazna vsebine informacije, se bo počutila pod stresom in nestabilno, če pa informacijo zazna, potem jo oseba prilagodi v svoj besedni zaklad. Trajnost je, ko se oseba zaveda končnih zaključkov in zna informacije ustrezno uporabiti, ne da bi pri tem povzročila protislovja med tem, kar pove, kaj pričakuje, da se bo zgodilo, in tem, kar dejansko povzroča v resnici. Trajnost torej pomeni, da oseba uspešno preide prehod sprejemanja informacij tako, da postane informacija sestavni del človekovega znanja, uporaba znanja pa naj daje učinke, ki jih človek pričakuje, ne da bi utrpel prej nepredstavljivo škodo.

Življenjske zgodbe so dogodki, ki jih je posameznik doživel v preteklosti in ki lahko vplivajo na posameznikov proces razmišljanja v sedanjem trenutku (Watts, Steele, & Mumford, 2019). Življenjska zgodba vpliva na način, kako so člani vodstva (vodje in sledilci) sposobni ustvariti jasnost samopodobe in razviti svoj sistem oblikovanja pomena (Shamir & Eilam, 2005). Ta doktorska disertacija torej opisuje, da vsebina življenjskih izkušenj ter njihovo doživljanje in organiziranje določata način, kako posameznik dojema in daje svoj strokovni prispevek (Simmons, 2002) ter omogoča posamezniku, da uspešno združi svojo osebno vlogo v glede na proces skupnega odločanja (Cooper, Thatcher, & Moteabbed, 2013). Vsekakor pa ponavljanje teh zgodb sčasoma okrepi sposobnost vodstvenega člana, da ustvari pomen (Shamir & Eilam, 2005).

Življenjska zgodba je časovno omejena in se odvija v določenem kontekstu. Odgovori intervjuvancev so potrdili, da so poleg časovne dimenzije pomembni tudi zunanji dejavniki, in informacije. Življenjska zgodba se šteje za vsak dogodek, v katerem bo oseba sodelovala in iz svojega razvoja ustvarila spomin. Blyta (2021) razlaga, da življenjske izkušnje (izobraževanje, družina, družba, delo) vplivajo na oblikovanje osebnosti in njeno preobrazbo. Povedal je, da se čustveno nabiti dogodki zlahka kodirajo, posnamejo in prikličejo v spomin. Tisti, ki imajo večjo čustveno obremenitev, so afektivni, večja kot je obremenitev, intenzivnejši je spomin. Negativni dogodki se praviloma intenzivneje vtisnejo v spomin. Za obdelavo negativnih ali pozitivnih izkušenj so odgovorni različni deli možganov. Pozitivne izkušnje se obdelujejo predvsem v prefrontalni skorji. Negativno pa v prefrontalni skorji in amigdali. Pri oblikovanju kritičnega mišljenja in sistema vrednot so pomembnejše predvsem prepovedi, npr. »ne«. Pri gradnji samozavesti, samozavesti so pomembnejši afirmacija, vrednotenje, zadovoljevanje. Neokortikalni možgani so odgovorni

za reševanje problemov, spomin, jezikovno presojo, nadzor impulzov in racionalizacijo. Primarni, primitivni možgani; mezotelij, mali možgani, most so odgovorni za refleksne, instinktivne, avtonomne funkcije.

Življenjska zgodba in vidik življenjske zgodbe sta dve različni konstrukciji in kot takšni predstavljata razlike med njima. Vendar je treba opozoriti, da je ustvarjanje vidika življenjske zgodbe odvisno od prtljage izkušenj v preteklosti. Medtem ko ustvarjanje vidikov življenjskih zgodb vpliva na napredek osebne udeležbe v prihodnjih življenjskih zgodbah. Ti dve konstrukciji sta medsebojno povezani.

Tabela 56: Razlike med življenjsko zgodbo in vidikom življenjske zgodbe

Razlike		
	Življenjska zgodba	Aspekt življenjske zgodbe
Ustvarjanje	Ustvarjena kot posledica življenjske dinamike	Ustvarjen kot posledica informacij, pridobljenih iz osebnih življenjskih zgodb
Manifestacija	Udeležba na dogodkih po kriterijih, ki opredeljujejo življenjsko zgodbo in pridobivajo nove informacije	Ustvarjanje različnih variacij misli, želja, znanja, ciljev in vizije za analizo, reševanje in prepiranje o določenih vprašanjih
Trajanje	Časovne omejitve (razvoj se zgodi v določenem časovnem obdobju in ima začetek in konec)	Nima časovnih omejitev (razvoj ni omejen v določenem časovnem obdobju)
Obseg	Pojav življenjskih zgodb je odvisen od življenjskega sloga osebe	Aspekti življenjske zgodbe služijo, da je oseba pristna med procesom prispevka v več vrstah procesov odločanja ali druge vrste interakcije z drugimi v življenju in v zvezi z vrednotenjem vprašanj.
Pomeni	To je dogodek	To je svetovni nazor

Vir: Lastno delo.

Razlog, zakaj izobraževalne izkušnje oblikujejo značilnosti sodelovanja vodstvenih članov, je v tem, da so vse lastnosti sodelovanja osebne vrednote, kar pomeni, da se te oblikujejo v obliki človekovih prepričanj, znanja, misli in vizije, te vrednote pa so zgrajene iz informacij v preteklosti. Glede oblike, kako informacije z vidika izobraževalnih izkušenj gradijo te vrednote, potem rezultati kažejo naslednje:

1 Informacije v smislu izobraževalnih izkušenj so eden od virov za izgradnjo lastnosti sodelovanja;

2 Izobraževalne izkušnje človeka učijo, kako je treba problem diagnosticirati, zgraditi osebni načrt z umestitvijo vseh aktivnosti, kako se človek misli lotiti obravnavanega problema;

3 Izobraževalne izkušnje v človeku ustvarjajo vrednote o tem, kako je treba oblikovati kritično mnenje o določeni problematiki, kritično mišljenje pa se oblikuje tako, da z vseh strani zbiramo informacije o problematiki brez presojanja njihove vsebine. Kritično mišljenje torej vključuje objektivne informacije in informacije iz prve roke. Torej kritični argument, ki mora biti verodostojen (razkriti notranje vrednote osebe) ter imeti kohezijo in logiko;

4 Izobraževalne izkušnje ustvarjajo vrednost za osebo, kako naj se informacije premikajo, ko je del ekipe. Zato morajo informacije ohraniti svojo izvirnost in oceniti, ali je oseba, ki informacije prejema, pristojna, da jih vzame ali ne;

5 Izobraževalne izkušnje človeka naučijo, kako je treba zgraditi napoved. Šolske informacije torej omogočajo osebi, da določi obrise napovedi, zgradi to napoved in razume, kolikšen odstotek je mogoče uresničiti v realnosti; in

6 Izobraževalne izkušnje človeka učijo, kako oblikovati shemo (oblikovalsko razmišljanje), ki na podlagi osebnega znanja in zbranih informacij definira, kako naj določeno vprašanje deluje.

Poklicne izkušnje so vsi dogodki, ki se odvijajo v delovnem okolju v vseh organizacijah, kjer je bila oseba zaposlena. Oblika, kako informacije z vidika poklicnih izkušenj gradijo te vrednote, potem rezultati kažejo naslednje:

1 Informacije v smislu poklicnih izkušenj so eden od virov za izgradnjo sodelovalnih lastnosti osebe;

2 Poklicne izkušnje so priložnosti za osebo, da uporabi precedens za diagnosticiranje problema, ko se ukvarja z določeno težavo. To bo olajšalo proces identifikacije problema in proces reševanja se bo začel veliko hitreje;

3 Profesionalne izkušnje pomagajo osebi, da je sposobna obvladovati posledice problema, ne da bi jih poglabljala, saj ustvarja mehanizme, ki preprečujejo, da bi problem ustvaril druge posledice, medtem ko je v procesu reševanja tega problema;

4 Poklicne izkušnje dajejo človeku potrebno znanje o procesu gibanja informacij, ki povezuje gibanje informacij po hierarhični strukturi. Pomeni, da je kanaliziranje informacij opravljeno v pravi obliki in se njihova vsebina ne spreminja;

5 Poklicne izkušnje omogočajo osebi, da prepozna stopnjo osebne in timske uspešnosti v procesu odločanja, tako da prepozna regresivni ali progresivni trenutek na vsaki ravni procesa odločanja;

6   Poklicne izkušnje so razlog, da zna uporabljati osebno domišljijo, pri čemer ne presega meje, ki omogoča izvajanje teh alternativ v praksi. Torej bi moral postopek zagotavljanja alternativ temeljiti na njihovi uporabnosti v praksi; in

7   Poklicne izkušnje pomagajo osebi, da predstavi svoje argumente na podlagi nalog, ki jih zastopa, in brez poseganja v prostor, ki ga pokrivajo drugi kolegi.

V svoji doktorski disertaciji prispevam na področju razvoja vodenja. Moja prva naloga je bila identificirati raziskovalne vrzeli na področju razvoja vodenja in kako bo to vplivalo na razvoj članov vodstva v procesu odločanja. V svoji doktorski disertaciji sem identificiral šest teoretičnih prispevkov.

Moj prvi prispevek je razvrstitev razvoja vodenja kot zapletenega procesa, iz katerega izhaja neomejeno število procesov podvodstva (White, Currie & Lockett, 2016). "Ali se lahko po več kot dveh desetletjih dvomov in raziskovanja razvoj vodenja rekonstruira v bolj zapleteno in celovito prakso? Zdi se, da so prisotna potrebna gonilna sila: vodilne organizacije, ki želijo inovirati svoje pobude za razvoj vodenja kot odgovor na hitro spreminjajoč se strateški kontekst" (McCauley & Palus, 2021, str. 2). Dr. McCauley (2021) je dejala, da je razvoj vodenja kompleksen in stalen. Day, Riggio, Tan, in Conger (2021) so sklenili, da bi morala vsaka teorija razvoja vodenja upoštevati teorije učenja in konstrukcije veščin, vendar kompleksnost preučevanja razvoja vodstva presega ta sklep in avtorji poudarjajo, da ta kompleksnost povzroči reševanje vprašanj ali pojavov diskretnega vodenja, s čimer se doseže, da so eksplicitno strukturirani.

Moj teoretski prispevek je, da je trudi razvoj vodenja kompleksen proces, ker pomeni obravnavo neomejenega števila procesov vodenja, ki nastanejo glede na situacije, v katerih se organizacija nahaja v danem trenutku. Ta kompleksen proces je multidisciplinaren, kar pomeni, da vključuje teorije s področja psihologije, antropologije, sociologije in ekonomije in je kot tak sčasoma progresiven ali regresiven razvojni proces. Kompleksni proces razvoja vodenja v moji doktorski disertaciji vključuje veliko različnih posebnih konceptov, kot so sodelovanje, vodenje, odločanje, življenjske zgodbe in posamezne značilnosti, kjer je bil vsak od njih razvit kot podproces tega kompleksnega procesa. Ta doktorska disertacija je podala epistemološki jezik za razdelavo razvoja vodenja kot načina oblikovanja in napredovanja osebnostnih temeljnih vrednot vodstvenega člana ter medsebojne povezanosti teh vrednot z vodstvenimi procesi znotraj določene organizacije.

Moj drugi prispevek je predstavitev dodatne konceptualizacije, ki bo okrepila argumentacijo o obstoju bistvene razlike med razvojem vodenja in razvojem vodij. Od začetka preučevanja razvoja vodenja kot koncepta so znanstveniki razločevali med razvojem vodenja in razvojem vodje (Day, Fleenor, Atwater, Sturm, & McKee, 2014). Dr. McCauley (2021) je dejala, da obstaja jasna razlika med razvojem vodenja in razvojem vodij, njen argument pa je bil, da je razvoj vodje povezan z razvojem posameznikov, razvoj vodenja pa je povezan z razvojem kolektivov.

Moj teoretični prispevek je, da je mogoče razvoj vodje preučevati neodvisno od koncepta razvoja vodenja, vendar razvoja vodenja ni mogoče preučevati brez upoštevanja koncepta razvoja vodje. Pomeni, da je razvoj vodenja odvisen od razvoja vodje in razvoj vodenja ni odvisen od razvoja vodstva, ampak je odvisen od vsebine osebnih življenjskih zgodb in razvoja štirih vidikov življenjskih zgodb. V moji doktorski disertaciji je razvoj vodje opredeljen kot proces oblikovanja in napredovanja temeljnih osebnostnih vrednot vodstvenega člana, da bi bil učinkovit v procesu odločanja. Razvoj se je zgodil na individualni ravni. Razvoj vodenja je bil opredeljen kot uporaba in prikaz teh osebnih vrednot v avtentični obliki v sodelovanju z drugimi v procesu odločanja. Razvoj se dogaja na kolektivni ravni in govorimo o osebah, ki imajo v organizaciji izvršilno oblast.

Moj tretji prispevek se nanaša na globlje raziskovanje vsebine koncepta življenjske zgodbe. Boas Shamir (2017, 2011, 2005, 2001) je razlog, da sem bil motiviran za preučevanje tega koncepta. Osebnost vodje se razvija na podlagi razvoja življenjskih zgodb (Sparrowe, 2005). Vodje povezujejo informacije, pridobljene iz ene zgodbe, da bi presodili situacijo druge zgodbe in tako sistematično nadaljevali (Dufresne & Fisher, 2002). Na vodjo lahko vplivajo težke družinske okoliščine, visoka pričakovanja staršev, njihova vključenost v številne vodstvene vloge zgodaj v življenju in to individualno življenjsko ozadje bo vplivalo na to, kako dojemajo informacije, pridobljene v preteklosti, in jih uporabljajo v prihodnjih dogodkih (Shamir, Dayan- Horesh, & Adler, 2005).

Moj teoretični prispevek je tudi, da sem raziskal koncept življenjske zgodbe tako, da sem jo razdelil na štiri glavne vidike življenjskih zgodb, z razlago, kako te oblikujejo in izboljšujejo kolaborativne lastnosti članov vodstva. Štirje vidiki življenjske zgodbe so izobraževalne izkušnje, poklicne izkušnje, zunanje družbene izkušnje in notranje družbene izkušnje. Ugotovil sem, da je vsak od teh vidikov vir oblikovanja osebnega pomenskega sistema in so štirje viri razvoja metakognicije osebe, kjer lahko razume svoje misli, oblikuje osebne cilje in vizijo ter jih preizkusi, preden jih uporabi v praksi.

Moj četrti teoretični prispevek je razumevanje medsebojne povezanosti koncepta življenjske zgodbe z razvojem vodje. Življenjska zgodba pomeni informacije, ki jih bo oseba prejela iz svojih preteklih izkušenj (Shamir, 2005). Hruška (2021) pravi, da dogodki ne služijo gradnji osebnih vrednot človeka, temveč preizkušanju le-teh. Mnogi avtorji pravijo, da so življenjske zgodbe del tega, kako si človek gradi svojo podobo. Medtem ko v tej doktorski nalogi sklepam, da informacije, ki jih dobimo z udeležbo na dogodku, gradijo osnovne vrednote osebe in potem, če se oseba odloči biti pristna, bo ravnala v skladu s temi vrednotami. Tukaj je povezava med življenjskimi zgodbami in razvojem vodij, saj, kot sem razložil, človeške zgodbe gradijo osebne vrednote posameznika.

Moj peti prispevek je razlaga koncepta sodelovanja kot procesne oblike vedenja v procesu odločanja. Člani vodstva, torej člani vodstvenega procesa, lahko naredijo procese odločanja učinkovitejše in rešijo določen problem (McHugh et al., 2016), vendar le, če sodelujejo verodostojno (Dimovski, Penger, & Peterlin, 2009; Grošelj , Penger, & Černe, 2016; Sidani

& Rowe, 2018) in uporabljajo sodelovanje kot delovno metodologijo (Crosby & Bryson, 2010). Proces vključevanja vseh članov vodstva je mogoče doseči v medsebojnem okolju sodelovanja, kjer so temeljne osebnostne vrednote vsakega člana vodstva vključene v sam proces odločanja (Ospina & Saz-Carranza, 2010). Sodelovanje je napredna oblika vedenja in delovanja med člani vodstva v procesu odločanja. Sodelovanje je pripravljenost člana vodstva, da: prevzame odgovornosti za tisti del problema, ki ustreza njegovi vlogi v organizaciji; Poskrbimo le za reševanje tega dela problema in se ne motimo z deli, za katere so odgovorni drugi člani vodstva; Na končnem sestanku članov vodstva podrobno predstavimo rezultate doseženega uspeha za ta del problema in jih drugi logično sprejmejo.

Moj šesti prispevek je povezava med razvojem vodij in sodelovanjem kot glavnima komponentama razvoja vodenja. Sodelovanje je »specifična komunikacija vedenja in procesov, ki se uporabljajo za ustvarjanje sodelovalnega vodenja« (Kramer & Crespy, 2011, str. 1024). Interaktivno vodenje torej pomeni vključevanje različnih akterjev v reševanje določenega problema (Antonakis et al, 2019). Moj teoretični prispevek je, da ko je človek uspel razviti svoje vrednote, da prispeva k določenemu vprašanju, mora ravnati po postopku, ki ji zagotavlja, da ne bo pod negativnim vplivom drugih članov, ampak da bo prispeval na pristen način, ne da bi bili ovirani. Ta oblika je sodelovanje, kjer se oseba v avtentični obliki vključi v reševanje dela problema in nato ob koncu procesa odločanja uspe združiti delno rešitev s kolektivno.

Metoda kvalitativnega raziskovanja mi je ponudila pričakovano metodološko osnovo, saj ima ta metoda raziskovanja tem, ki sodijo v družboslovje in v katere se uvršča tudi moja doktorska tema (Parry, Mumford, Bower, & Watts, 2014). Uporabil sem kvalitativno raziskovalno metodologijo, ker je bil moj cilj s postopkom polstrukturiranih intervjujev z 36 direktorji in sledilci sedmih regijskih občin generirati čim več raziskovalnih vprašanj in podvprašanj. Kvalitativne metode so najbolj znane za razlago vprašanj, ki izhajajo iz procesa raziskovanja, saj je v družboslovju veliko odprtih procesov (Bryman, 2004). V procesu vodenja polstrukturiranega intervjuja z vodji/direktorji in sledilci sem se soočal s številnimi subjektivnimi odgovori, ker na neki točki želijo oblikovati svojo realnost glede na svoje zanimanje v danem kontekstu, a način, ki ga izberem, mi je pomagalo priti skozi podrobnosti in sogovornika pripeljal do bolj objektivnega in argumentiranega. V nadaljevanju predstavljam 7 točk, ki opisujejo metodološki prispevek moje raziskovalne teme:

1 Kvalitativna metoda je omogočila temeljito raziskovanje teme moje doktorske disertacije in to tudi v času, ki je potreben za verodostojno znanstveno raziskavo;

2 Kvalitativna metoda je bila fleksibilna za razlikovanje in odkrivanje nepričakovanih pojavov v procesu mojega raziskovanja, vključno z znaki vodenja, vedenjem, potezami, načinom govora, miselnimi shemami, osebnimi izrazi itd., direktorjev in njihovih sledilcev;

3 Kvalitativna metoda mi je omogočila, da sem bil del procesov vodenja in znotraj okolja, v katerem vodje delajo vsakodnevno;

4 Z uporabo kvalitativne metode sem imel večje možnosti raziskovanja in občutljivosti na kontekstualne in okoljske dejavnike, kjer delajo direktorji in sledilci;

5 Z uporabo kvalitativne metode sem učinkoviteje raziskoval simbolne dimenzije;

6 Z uporabo kvalitativne metode sem ustvaril veliko količino podatkov; in

7 Dobesedno je lahko na tisoče strani prepisov intervjujev, zapisov in terenskih zapiskov, ki jih lahko uporabim za prihodnje raziskovalne projekte (prispevki z različnimi temami, vendar znotraj področja te teme).

Kot način zbiranja primarnih in sekundarnih podatkov sem uporabil tri glavne vire, da bi sestavil vsebino moje doktorske disertacije in dosegel objektivnost njenih rezultatov. Tri raziskovalne stopnje zbiranja podatkov so: (1) Zbrati vse informacije iz literature z upoštevanjem visoko uvrščenih revij. Raziskava vključuje pregled obstoječe raziskave in upoštevanje obstoječega teoretičnega okvira (Howard, 2006) z namenom razvoja novega konceptualnega modela in predlogov: predstavim širšo teorijo razvoja vodenja in nato razložim procese sodelovalnega odločanja in individualnega sodelovanja. značilnosti in razpravljam o pristopu življenjske zgodbe, ki ponuja način za razvoj teh posameznih značilnosti sodelovanja; (2) Polstrukturirani intervjuji z direktorji in sledilci sedmih regionalnih občin na Kosovu (Priština, Mitrovica, Peć, Prizren, Uroševac, Gnjilani in Đakovica ter trije elitni intervjuji s strokovnjaki s področja vodenja in nevrologije; in (3) Tehnika kritičnih incidentov je bila uporabljena za izbiro nekaterih najpomembnejših primerov med številnimi dogodki, ki so se vsakodnevno zgodili, ki sem jih raziskoval v vsakodnevnem procesu sodelovanja vodij z njihovimi privrženci (Chell, 2004; Chell & Pittaway, 1998; Cope & Watts, 2000; Louw, Pearse, & Dhaya, 2012).

Izbrana država za izvajanje empiričnih raziskav je Kosovo in njegovih 7 večjih občin, vključno s Prištino, Mitrovico, Pejo, Prizreni, Gjilani, Ferizaji in Đakovico. Pripravil sem polstrukturiran intervju z velikostjo vzorca 36 direktorjev iz kosovskih občin in s 3 strokovnjaki, od katerih sta dva s področja vodenja in eden s področja nevrologije. Prva strokovnjakinja s področja vodenja je bila višja sodelavka Cynthia McCauley iz ZDA/Center for Creative Leadership; drugi strokovnjak, ki sem ga izbral, je bil izr. prof. Domagoj Hruška iz Hrvaške/Univerza v Zagrebu; zadnji strokovnjak pa je bil prof. dr. Afrim Blyta iz Republike Kosovo, ki je bil kompetenten za odgovore na vprašanja v zvezi s področjem nevrologije.

Analiza podatkov je vključevala analizo vsebine, ki pomaga organizirati in obogatiti opis nabora podatkov. Z analizo vsebin sem opredelil podatke, opisal populacijo narisanih podatkov, kontekst, meje in kaj je treba izmeriti (Krippendorff, 2004). Za podatke, zbrane iz intervjujev z branjem transkriptov in kodiranjem besedila, sem uporabil tematsko analizo

(Braun & Clarke, 2006). Tematska analiza je povezana tudi s primerom, saj se subjektivno osredotoča na človeško izkušnjo, poudarja zaznave, občutke in izkušnje udeležencev kot najpomembnejši predmet preučevanja. Z analizo pogovorov sem preučeval družbene interakcije vodij z njihovimi sledilci. Uporabil sem diktafon, ko je potekal pogovor, nato pa sem ustvaril prepise, kjer sem ustvaril model, da opišem pojav vzorcev. Orodja, uporabljena v tej raziskavi, so programska oprema NVivo za upravljanje surovih podatkov, zbranih na raziskovalnem področju.

V spodnji tabeli predstavljam glavna področja, ki so po mojem mnenju ključna za znanstveno skupnost pri izvajanju raziskav v prihodnosti.

V empirične študije vključite dodatne udeležence - Pridobite dodatne udeležence, predstavnike zasebnih podjetij za izvedbo kvalitativne metodologije z uporabo intervjujev.

Za empirično preučevanje teme uporabite druge metodološke tehnike - Fokusne skupine, poglobljeni intervjuji, strukturirani intervjuji, eksperimenti in kvantitativne raziskovalne metode lahko zagotovijo nova spoznanja.

Vključite udeležence, da empirično preučijo temo iz dveh ali več držav - Raznolikost udeležencev z vidika demografije in njihovo kulturno ozadje sta pomembni za nov vpogled v temo te doktorske disertacije.

Vključitev novih konceptov in praks v študij teme - Možna preučitev zapletenega procesa razvoja vodenja z vključevanjem konceptov iz različnih disciplin, ki niso vključene v to doktorsko disertacijo.

Genetiko lahko vključimo kot nov vidik - Informacije, podedovane od prednikov, lahko razvrstimo kot peti vidik življenjske zgodbe, ki oblikuje sodelovalne lastnosti osebe.

Appendix 2: Introductory Participant Invitation Letters

Example Invitation Email DRAFT:

International Research for doctoral studies

Dear Mr. (s),

I am currently conducting PhD studies at the School of Economics and Business, University of Ljubljana, where I am doing my PhD studies. The aim of this international research is to analyze how the four life-story aspects in the form of decision-making shape the individual collaborative features of a leader member, and how these in turn contribute to daily collaborative decision-making process in organizations, amongst diverse people in a social network.

I kindly ask you to participate, at a time of your convenience, in a semi-structured interview. The interview is scheduled to last approximately 1 hour, and there is no need to prepare beforehand. Even though, questionnaire can be sent in advance. If you do not mind, I would like to make an audio record and field notes of our conversation. Your responses are voluntary, the results will be confidential and be used only for academic purpose.

If you are willing to participate in the interview, please let me know by e-mail at sokolloci@hotmail.com along with your preferred date and time.

Thank you for your receptiveness and your cooperation!

Yours sincerely,

Appendix 3: Informed consent to participate in research (for directors)

General and brief description: You are kindly invited to participate in the research titled » The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development«, designed by Sokol Loci. The main purpose of this dissertation in PhD is to provide further knowledge in the field of leadership development. The focus of this dissertation is to try to analyze how all four aspects of Life-stories (educational experiences, professional experiences, external social experiences, and internal social experiences) in the form of decision-making shape the individual collaborative characteristics of a leader/follower. and how these in turn contribute to the decision-making process in organizations, between different people in a leadership team. I will use in my doctoral dissertation a design of a qualitative research method in order to closely collect raw data from 28 (twenty-eight) heads of departments from 7 (seven) regional municipalities (Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova) and 28 (twenty-eight) followers from the same municipalities in Republic of Kosovo.

2. **Persons, responsible for research, observers, etc:** i) Primary investigator: Sokol Loci, PhDc; ii) Researcher: Sokol Loci, PhDc; iii) Assistants: ; iv) External services, supervision: Judita Peterlin, PhD, Assistant Professor.

3. **Summary of main tasks:** if you agree to participate in the research, your tasks will briefly be the following (please note: detailed instructions will be provided separately): - You will provide answers for the questions I prepared in semi-structured interview which will be divided into four main parts. The first part of this questionnaire will include questions about defining some notions about the topic; The second part deals with the meaning of their life experiences; the third part is to understand the context of collaboration, in which members of the leadership (directors and associates) operate in a day-to-day decision-making process; and the fourth part will relate to personal data. Voice recording and transcription will be used for semi-structured interviews.

4. **Duration:** The duration of an interview will be from 1 hour and 30 minutes to 3 hours.

5. **Rewards for participation:** Reading the final results of this study.

6. **Right to decline to participate:** You may decline to participate altogether or drop out or refuse to cooperate in a part of research without any penalties whatsoever.

7. **Privacy protection and data handling:** The data will be used only for the purpose of creating empirical data for my PhD Dissertation.

8. **Contacts:** Should you have any additional questions, concerns, wanted to know more details, etc., please do not hesitate to contact the following: Sokol Loci

- Principal investigator: Sokol Loci, PhDc

- The committee on ethics in research at SEB UL (Etična komisija za znanstveno-raziskovalo delo Ekonomske fakultete Univerze v Ljubljani):

_____   _____

Name, Family Name, Signature of participant   Date

_____   _____

Name, Family Name, Signature of researcher   Date

Appendix 4: Informed consent to participate in research (for followers)

1. **General and brief description:** You are kindly invited to participate in the research titled » The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development«, designed by Sokol Loci. The main purpose of this dissertation in PhD is to provide further knowledge in the field of leadership development. The focus of this dissertation is to try to analyze how all four aspects of Life-stories (educational experiences, professional experiences, external social experiences, and internal social experiences) in the form of decision-making shape the individual collaborative characteristics of a leader/follower. and how these in turn contribute to the decision-making process in organizations, between different people in a leadership team. I will use in my doctoral dissertation a design of a qualitative research method in order to closely collect raw data from 28 (twenty-eight) heads of departments from 7 (seven) regional municipalities (Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova) and 28 (twenty-eight) followers from the same municipalities in Republic of Kosovo.

2. **Persons, responsible for research, observers, etc:** i) Primary investigator: Sokol Loci, PhDc; ii) Researcher: Sokol Loci, PhDc; iii) Assistants: ; iv) External services, supervision: Judita Peterlin, PhD, Assistant Professor.

3. **Summary of main tasks:** if you agree to participate in the research, your tasks will briefly be the following (please note: detailed instructions will be provided separately): - You will provide answers for the questions I prepared in semi-structured interview which will be divided into two main parts. The first part of this questionnaire will include questions to understand the context of collaboration in which members of the leadership (members of the leadership process) operate in a day-to-day decision-making process; and the second part will relate to personal data. For semi-structured interviews I will use voice recording and transcription.

4. **Duration:** The duration of an interview will be no longer than 1 hour.

5. **Rewards for participation:** Reading the final results of this study.

6. **Right to decline to participate:** You may decline to participate altogether or drop out or refuse to cooperate in a part of research without any penalties whatsoever.

7. **Privacy protection and data handling:** The data will be used only for the purpose of creating empirical data for my PhD Dissertation.

8. **Contacts:** Should you have any additional questions, concerns, wanted to know more details, etc., please do not hesitate to contact the following: Sokol Loci

   - Principal investigator: Sokol Loci, PhDc

- The committee on ethics in research at SEB UL (Etična komisija za znanstveno-raziskovalo delo Ekonomske fakultete Univerze v Ljubljani):

_____   _____

Name, Family Name, Signature of participant   Date

_____   _____

Name, Family Name, Signature of researcher   Date

Appendix 5: Informed consent to participate in research (signed and stamped by directors)

Informed consent to participate in research

1. **General and brief description.** You are kindly invited to participate in the research titled » The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development«, designed by Sokol Loci. The main purpose of this dissertation in PhD is to provide further knowledge in the field of leadership development. The focus of this dissertation is to try to analyze how all four aspects of life stories (educational experiences, professional experiences, external social experiences, and internal social experiences) in the form of decision-making shape the individual collaborative characteristics of a leader/follower and how these in turn contribute to the decision-making process in organizations, between different people in a leadership team. I will use in my doctoral dissertation a design of a qualitative research method in order to closely collect raw data from 28 (twenty eight) heads of departments from 7 (seven) main municipalities (Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova) and 28 (twenty-eight) followers from the same municipalities.

2. **Persons, responsible for research, observers, etc.** i) *Primary investigator*: Sokol Loci, PhDc; ii) *Researcher*: Sokol Loci, PhDc; iii) *Assistants*: ; iv) *External services, supervision*: Judita Peterlin, PhD, Assistant Professor.

3. **Summary of main tasks.** if you agree to participate in the research, your tasks will briefly be the following (please note: detailed instructions will be provided separately): - You will provide answers for the questions I prepared in semi-structured interview which will be divided into four main parts. The first part of this questionnaire will include questions about the meaning of some general concepts; the second part is related to your life experiences; the third part is to understand the context of the collaboration in which leadership members (directors and followers) operate in a day-to-day decision-making process; and the fourth part will be linked to personal data. For semi-structured interviews I will use voice recording and transcription.

4. **Duration:** The duration of an interview will be from 1 hour and 30 minutes to 3 hours.

5. **Rewards for participation:** Have access to the final version of this PhD dissertation and see the final results.

6. **Right to decline to participate.** You may decline to participate altogether or drop out or refuse to cooperate in a part of research without any penalties whatsoever.

7. **Privacy protection and data handling.** The data will be used only for the purpose of creating empirical data for my PhD Dissertation.

8. **Contacts.** Should you have any additional questions, concerns, wanted to know more details, etc., please do not hesitate to contact the following:

   - Principal investigator: Sokol Loci, PhDc

- The committee on ethics in research at SEB UL (Etična komisija za znanstveno-raziskovalo delo Ekonomske fakultete Univerze v Ljubljanu)

BENI KIZOLLI _____   24.02.2021
Name, Family Name, Signature of participant   Date

Sokol Loci _____   29.02. 2021
Name, Family Name, Signature of researcher   Date

Appendix 6: Informed consent to participate in research (signed and stamped by followers)

Informed consent to participate in research

1. **General and brief description.** You are kindly invited to participate in the research titled »The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development«, designed by Sokol Loci. The main purpose of this dissertation in PhD is to provide further knowledge in the field of leadership development. The focus of this dissertation is to try to analyze how all four aspects of life stories (educational experiences, professional experiences, external social experiences, and internal social experiences) in the form of decision-making shape the individual collaborative characteristics of a leader/follower and how these in turn contribute to the decision-making process in organizations, between different people in a leadership team. I will use in my doctoral dissertation a design of a qualitative research method in order to closely collect raw data from 28 (twenty eight) heads of departments from 7 (seven) main municipalities (Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova) and 28 (twenty-eight) followers from the same municipalities.

2. **Persons, responsible for research, observers, etc.** i) *Primary investigator*: Sokol Loci, PhDc; ii) *Researcher*: Sokol Loci, PhDc; iii) *Assistants*: ; iv) *External services, supervision*: Judita Peterlin, PhD, Assistant Professor.

3. **Summary of main tasks.** if you agree to participate in the research, your tasks will briefly be the following (please note: detailed instructions will be provided separately): - You will provide answers for the questions I prepared in semi-structured interview which will be divided into two main parts. The first part of this questionnaire will include questions about the context of the collaboration in which leadership members (directors and followers) operate in a day-to-day decision-making process; and the second part will be linked to personal data. For semi-structured interviews I will use voice recording and transcription.

4. **Duration:** The duration of an interview will be no longer than 1 hour.

5. **Rewards for participation:** Have access to the final version of this PhD dissertation and see the final results.

6. **Right to decline to participate.** You may decline to participate altogether or drop out or refuse to cooperate in a part of research without any penalties whatsoever.

7. **Privacy protection and data handling.** The data will be used only for the purpose of creating empirical data for my PhD Dissertation.

8. **Contacts.** Should you have any additional questions, concerns, wanted to know more details, etc., please do not hesitate to contact the following:

   - Principal investigator: Sokol Loci, PhDc

- The committee on ethics in research at SEB UL (Etična komisija za znanstveno-raziskovalo delo Ekonomske fakultete Univerze v Ljubljani).

SHPRESA OSMANOLLI KRAPI   24.02.2021

Name, Family Name, Signature of participant   Date

Sokol Doci   24.02.2021

Name, Family Name, Signature of researcher   Date

Appendix 7: Questionnaire for the semi-structured interview with directors

In Appendix G is the questionnaire of semi-structured interview I have prepared for directors of seven regional municipalities. The questionnaire is prepared in Albanian language and English language. Below, I will present both of versions

Basic Information of the Interview Participant

Participant profile information is required to identify him/her. Participant data will be used for my study issues related to my doctoral thesis.

Nr	Information	Data
1	Interviewer	Sokol Loci, PhDc
2	Interviewee	
3	Place of Interview	
4	City/Country	
5	Place of Employment	
6	Directorate	
7	Position	
8	Email	
9	Tel/mob	
10	Date e Interview	
11	Day of Interview	

Methodology, Goals, and Questionnaire for Conducting a Semi-Structured Interview

The main purpose of this questionnaire is to provide empirical data to gain further knowledge in the field of leadership development. The questionnaire is part of my doctoral dissertation entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development". The focus of this dissertation is to try to analyze how all four aspects of Life-stories (educational experiences, professional experiences, external social experiences, and internal social experiences) in the form of decision-making shape the collaborative features of a leader and how these contribute to the decision-making process in organizations, between people with different characteristics. In order to provide intersubjective answers to the scientific questions, raised in a documented way through the proposal of the doctoral thesis, I will use a design of the qualitative method of scientific research. Through this method I will closely collect the raw data from 28 heads of different directorates from 7 regional municipalities of Kosovo (Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova) and 28 followers from the same municipalities. I have selected to use the semi-structured interview and I will divide it into four main parts. The first part of this questionnaire will include questions about defining some notions about the topic; The second part deals with the meaning of their life

experiences; the third part is to understand the context of collaboration, in which members of the leadership (directors and associates) operate in a day-to-day decision-making process; and the fourth part will relate to personal data. Voice recording and transcription will be used for semi-structured interviews. The duration of an interview will be from 1 hour and 30 minutes to 3 hours.

First question: Is this information sufficient to proceed further with this semi-structured interview questionnaire or do you need further description of the project?

o Yes, I need more information

o No, I do not need more information

Important! If you need further information, please feel free to ask, so that I can give correct answers regarding your specific interest.

PART 1: DEFINITION OF SOME CONCEPTS INCLUDED IN THE TOPIC

1 **What do the concepts of "leadership" and "leadership development" mean to you - in your personal life?** (Do you consider that the concept of leadership means leadership of work processes by only one person or leadership is done by several people gathered on a regular basis to achieve a certain objective of the organization).

2 **What does the concept of "leadership members" mean to you - in your personal life?** (Why it is important for a director to involve other leadership members, such as heads of departments, in a decision-making process.

3 **What is the meaning of the concept "problem definition" for you - in your personal life?** (If a problem arises in your workplace, what are the first steps you need to take to identify the nature of the problem in question).

4 **What is the meaning of the concept of "critical thinking" for you - in your personal life?**

5 **What does the concept of "information-sharing" mean for you - in your personal life?** (How important is the movement of information between the sectors within the directorate that you are leading, so as not to cause obstacles in the organization of the affairs of the directorate).

6 What is the meaning of the concept of "forecasting" for you - in your personal life?
(How difficult it is to make a prediction for a certain objective. Can you predict projects accurately, if it is a long-term planning).

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```

7 What is the meaning of the concept of "creative thinking" for you - in your personal life?

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8 What is the meaning of the concept "design thinking" for you - in your personal life?
(Is it possible to elaborate, what is sketched thought, which sends in a regular articulation of personal ideas to others. If initially there is no sketched thought for a certain idea, does that mean that there is lack of possibility for its decomposition by an individual, in order to be understood by others).

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9 What does the concept of "matured information" mean to you - in your personal life? (Do you believe that information that is new to you will create ambiguity at first, about its content and the method of using the information in practice? Do you consider that the information repeated to you creates clarity about its content and method of its use in concrete cases?)

```
```

PART 2: SOME QUESTIONS ABOUT LIFE EXPERIENCES IN WHICH THE INTERVIEWER HAS PASSED THROUGHOUT LIFE

1 What does the word "Life Story" means to you - in your personal life? (A life story can be considered as a source of information in which a person can gain from a certain event; for example, if you will remember a certain event in the family, at school, etc., then this will consider as the story of your life).

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2 How far back in life will you be able to remember a life story? Can you recall these experiences accurately? (Please select one of them and describe).

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3 Do you assess that there is a difference between negative and positive events, in the determining power to create your personal values?

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4 Do you consider that the reality of a life story is constructed as a result of external factors towards the inside of the individual or is it a product of the person's consciousness, ie the source of truth comes from within? If it comes from outside,

then explain how external factors influence the construction of a structure of a given event? If it comes from within the individual, explain how? (Use examples)

> ___

5 **Do you think a life story evolves in the meantime? Can you consciously understand the evolution of a life story over time? How can you explain it in your own words?** (A person may experience a life story that is similar to some other stories in the past; for example, if you were a student, participating in a debate with your elementary school colleagues is in the same context as the debate you may have with your peers in high school, but the difference is that these two Life-stories produce different meanings for you. Is the debate in high school considered more moderate because your first experience in elementary school is the basis to had such a debate in high school).

> ___

6 **If within one event you have failed to act successfully, have you changed approach (methodology) to the next event within the same context, or have you not decided on alternatives, are you continuing the same path with more dedication?**

> ___

7 **What does the term "Educational Experiences" mean to you?** (What have you gained from your past years in school, including elementary, high school, and college? How important is schooling in building your personality values?)

> ___

8 **What has been the role of the teacher/professor in your life?**

> ___

9 **How did the negative or positive evaluation of the teacher or professor in a certain subject affect you?**

> ___

10 **Has the learning curriculum been fruitful for you?**

> ___

11 **Have class discussions always been appropriate for you?**

> ___

12 **How have the debates with your classmates affected you?**

> ___

13 **Have you been an active student during the classroom lecturing process, asking questions, giving opinions and debating with colleagues or have you just been listening without interaction?**

14 How has a life story in the classroom influenced your thoughts, beliefs, and vision?

15 What is the meaning of the phrase "Professional Experiences" for you? (Are previous work experiences relevant in your current job position? Explain in more detail the effect of work experiences on building your personal values).

16 How important is the work environment you work in to you? Describe…

17 How much does it affect your emotional state, the responsibilities and duties of the position you represent?

18 What are your relationships with colleagues? What have they been in the past? (Mention some of the moments that you rate as unsatisfactory level reports).

19 How much do the positive and negative events that occur in general, within the institution where you work, affect you?

20 How do you manage collaboration with your colleagues, who are with different professional histories and not only, compared to your life history?

21 How much does the (positive or negative) opinion of others affect your performance?

22 How do disagreements between parties within the institution affect you, even if they are not directly related to you?

23 How did you manage to adapt to the culture and norms of the institution at the moment you accepted the responsibilities and tasks?

24 How and how much does the break in the middle of the official working hours affect you? What do you usually use that time for?

25 **In what way has a past life story from your professional experiences influenced your working methodology?** (For example; a person has a certain style of work. In a working methodology are included, among other things, your behavior towards others; your discipline to complete your daily tasks within the time limit set by the boss, sharing information, concealing knowledge, giving and receiving feedback, giving advice, being a mediator, etc).

26 **What is the meaning of the phrase "Internal Social Experiences" for you?** (Internal social experiences are stories formed within your home environment. What do you think you have benefited from family experiences).

27 **Have you been an open or closed person during the conversation with family members through freely expressing your vision, thoughts and beliefs?** (Mention a special moment of your discussion with family members and describe it).

28 **How a life store in the family environment can influence your thoughts, beliefs, and vision?**

29 **How have the negative and positive events that occurred within the family affected you?**

30 **What are the difficult challenges a family can face in the meantime?**

31 **Does it mean that the failure of family members is converted into your own failure?**

32 **What is the meaning of the phrase "External Social Experiences" for you?** (External social experiences are stories formed within the environment where you grew up and have lived or are living. What do you think you have benefited from experiences with people within the society where you come from?)

33 **Are you an interactive person in communicating with people outside your family? Describe your personality?**

34 **Do you consider yourself a fan of traveling to different parts of the world in order to meet and understand the diversity of world cultures? If yes describe more?**

35 **Are the features of a particular day in your life similar to other days?**

36 **Do you prefer to hang out with the same people or do you want to meet different people?**

37 **How does the general culture of the society affect you?**

38 **How much does the well-being of society affect you?**

39 **How much does the role of the media in general affect you?**

40 **How has a life story in terms of external social experiences influenced your thinking, beliefs, and vision?**

PART 3: QUESTIONS ABOUT THE COLLABORATIVE DECISION-MAKING PROCESS

1 **What does the concept of decision-making mean to you - in your personal life?** (Leaders make decisions all the time in different areas and these decisions can cause a positive or negative effect on organizational strategy, transformational opportunities, and social network structure in the organization).

2 **How often have you been in a day-to-day decision-making situation within a given context and time has been limited?**

3 **What does the word "collaboration" mean to you - in your personal life?** (Collaboration means sharing responsibilities for each member of leadership, giving them the opportunity to display personal knowledge and skills within a specific task, which task derives from a wider range of tasks involving other members of the leadership. Then, as

a conclusion, the work of everyone should be integrated, in the form of a final and collective decision).

4 What are the collaborative features in your opinion?

5 Distinguish between decision-making processes in collaborative, cooperative and competitive form? Based on your past experiences, why would you consider it appropriate to use the collaborative form of decision-making instead of the competitive or collaborative form of decision-making?

6 Is there the qualitative action (focus and inclusiveness) and/or the mechanical action (routine action) in a collaborative decision-making process?

7 Can you measure the degree of collaboration, and how?

8 How important is the appointment of a team of experts in a collaborative decision-making process?

9 How important is it to prepare a strategy to be part of a collaborative decision-making and action plan when implementing the solution?

10 Is it important for the team to advance professionally in a collaborative decision-making, through forms of training?

PART 4: PERSONAL INFORMATION

In some questions where it is required to select one of the alternatives, the answer will be ticked in order to identify the selection of the participant.

1 Age:

2 Gender:

o Male

o Female

3 Are you married?

o Po

o Jo

4 Do you have children?

o Po

o Jo

5 Level of formal education?

o Gymnasium

o Bachelor

o Specialist

o PhD

6 Department size (Number of employees).

o Less than 10 employees

o Less than 50 employees

o From 50 to 250 employees

o Over 250 employees

7 What is your position in the organization?

o Senior management (CEO, board member, etc.)

o Middle level management (Head of Department, Head of Sector, etc.) - Responsible for the senior manager or senior middle manager, manages the front line manager

o First level of management (Supervisor, Shift Manager, Team Leader, etc.) - Responsible for the middle level manager, directly employee manager

o Employees

8 How many years of work experience do you have?

o Less than 4 years	o 4 to 8 years
o 8 to 12 years	o More than 12 years

9 Please can you tell us if this interview process was within the domain of respecting your human subjects.

- o Everything was fine

- o I think my human rights have been violated

Important! This transcript is a translation of the original transcript, which is in Albanian. The transcript in Albanian language is signed and stamped by the participant in the interview, with the sole purpose to confirm the accuracy and originality of his answers in the transcript. The interview was conducted and then I compiled the transcript in Albanian language and sent it to the participant for verification and also after verifying the accuracy and authenticity of the answers by the participant I translated it into English.

Informatat Bazë të Pjesëmarrësit në Intervistë

Të dhënat për profilin e pjesëmarrësit janë të domosdoshme për të bërë identifikimin e tij/saj. Të dhënat e pjesëmarrësit do të përdoren për çështje të studimit tim, e që lidhet me temën time të doktoratures.

Nr	Informacion	Plotësim me të dhëna
1	Intervistuesi	Sokol Loci, PhDc
2	I/E Intervistuari/a	
3	Vendi i Intervistimit	
4	Qyteti/Shteti	
5	Vendi i Punës	
6	Drejtoria	
7	Pozita	
8	Email	
9	Tel/mob	
10	Data e Intervistimit	
11	Dita e Intervistimit	

Metodologjia, Qëllimet, dhe Pyetësori për Intërvistë Gjysmë të Strukturuar

Qëllimi kryesor i këtij pyetësori është që të siguroj të dhëna empirike për të fituar njohuri të mëtejshme në fushën e zhvillimit të lidershipit. Pyetësori është pjesë e disertacionit tim të doktoraturës me titull "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development". Fokusi i këtij disertacioni është në përpjekje për të analizuar se si të katër aspektet e historive jetësore (eksperiencat edukative, eksperiencat profesionale, eksperiencat e jashtme sociale, dhe eksperiencat e brendshme sociale) në formë të vendim-marrjes formësojnë karakteristikat ndërvepruese të një lideri dhe si këto kontribuojnë në procesin e vendim-marrjes në organizata, në mes të njerëzve me veçori të ndryshme. Për të kryer kërkime shkencore, në

mënyrë që të ofrohen përgjigje, rreth pyetjeve shkencore, të ngritur në mënyrë të dokumentuar përmes propozimit të temës së doktoratures, unë do të përdor një dizajn të metodës kualitative të kërkimit shkencor. Përmes kësaj metode unë do të mbledhë nga afër të dhëna të papërpunuara më parë nga 28 (njëzet e tetë) drejtues të drejtorive të ndryshme nga 7 (shtatë) komunat regjionale të Kosovës (Prishtina, Mitrovica, Peja, Prizreni, Gjilani, Ferizaji, dhe Gjakova) dhe 28 (njëzet e tetë) bashkëpunëtorve të tyre nga komunat e njëjta. Unë kam përzgjedhur që të përdor intervistë gjysmë të strukturuar e cila do të ndahet në katër pjesë kryesore. Pjesa e parë e këtij pyetësori do të përfshij pyetje rreth definimit të disa nocioneve rreth temës; Pjesa e dytë lidhet me kuptimin e eksperiencave jetësore të tyre; pjesa e tretë është të kuptojmë kontekstin e ndërveprimit, në të cilën anëtarët e udhëheqjes (drejtorët dhe bashkëpunëtorët) veprojnë në një proces të përditshëm vendim-marrës; dhe pjesa e katër-të do të lidhet me të dhënat personale. Për intervistat gjysmë të strukturuara do të përdoret regjistrimi dhe transkriptimi e zërit. Kohëzgjatja e një interviste ka me qenë nga 1 orë e 30 minuta deri në 3 orë.

Pyetja e parë: A është ky informacion i mjaftueshëm për të vazhduar më tutje me pyetësorin e kësaj interviste gjysmë të strukturuar apo keni nevojë për përshkrimin e mëtejshëm të projektit?

o   Po, më duhet më shumë informacion
o   Jo, Nuk kam nevojë për më shumë informacion

E rëndësishme! Nëse keni nevojë për informacione të mëtejshme, ju lutem mos ngurroni të pyesni, në mënyrë që unë të jap përgjigje të sakta në lidhje me interesin tuaj specifik.

PJESA 1: DEFINIMI I DISA DEFINICIONEVE TË PËRFSHIRA NË TEMË

1 **Cili është kuptimi i konceptit "lidership" (udhëheqje) dhe "leadership development" (zhvillim i lidershipit) për ju – në jetën tuaj personale?** (A konsideroni se koncepti lidership nënkupton udhëheqje të proceseve të punës nga vetëm një person apo udhëheqja bëhet nga disa persona të mbledhur në formë të rregullt për të arritur një objektiv të caktuar të organizates).

2 **Cili është kuptimi i konceptit "leadership members" (anëtarët e udhëheqjes) për ju- në jetën tuaj personale?** (Pse janë të rrëndësishëm për një drejtor, përfshirja e anëtarëve të tjerë të udhëheqjes, siç janë shefat e sektoreve, në një process të vendimmarrjes.

3 **Cili është kuptimi i konceptit "problem definition" (definim i problemit) për ju- në jetën tuaj personale?** (Në qoftë se në vendin tënd të punës do të paraqitet një problem, cilat janë hapat e parë, që juve duhet ti ndërmerrni, për të identifikuar natyren e problemit në fjalë).

4 Cili është kuptimi i konceptit "critical thinking" (mendimi kritik) për ju- në jetën tuaj personale?

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5 Cili është kuptimi i konceptit "information-sharing" (lëvizja e informacionit) për ju- në jetën tuaj personale? (Sa është e rrëndësishme lëvizja e informacionit në mes të sektorëve brenda drejtorisë që ju jeni duke udhëhequr, në mënyrë që të mos shkaktohen pengesa në organizim të punëve të drejtorisë).

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6 Cili është kuptimi i konceptit "forecasting" (parashikim) për ju- në jetën tuaj personale? (Sa është e vështirë të bëhet parashikim për një objektiv të caktuar. A mund të parashikoni projekte me saktësi, në qoftë se bëhet fjalë për një planifikim afatgjatë).

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7 Cili është kuptimi i konceptit "creative thinking" (mendimi kreativ) për ju- në jetën tuaj personale?

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8 Cili është kuptimi i konceptit "design thinking" (mendim i dizajnuar) për ju- në jetën tuaj personale? (A mund të bëhet elaborimi i një mendimi të skicuar, e cila dërgon në një artikulim të rregullt të ideve personale tek të tjerët. Në qoftë se fillimisht nuk ekziston mendimi i skicuar për një ide të caktuar, a do të thotë se nuk do të arrihet të zbërthehet nga individi, me qëllim të kuptimit të idesë nga të tjerët).

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9 Cili është kuptimi i konceptit "matured information" (informacion i maturuar) për ju - në jetën tuaj personale? (A besoni që informacioni i cili është risi për juve, do të krijoj paqartësi në fillim, në lidhje me përmbajtjen e saj dhe metodën e përdorimit të informacionit në praktikë? A konsideroni që informacioni i përsëritur tek ju krijon qartësi rreth përmbajtjes së saj dhe metodes së shfrytëzimit të saj në raste konkrete?).

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PJESA 2: DISA PYETJE NË LIDHJE ME EKSPERIENCAT JETËSORE, NË TË CILËN I INTERVISTUARI KA KALUAR PËRGJATË JETËS

1 Cili është kuptimi i fjalës "Histori Jetësore" për ju - në jetën tuaj personale? (Një histori jetësore mund të konsiderohet si burim informacioni, në të cilën një person mund

të fitoj nga një ngjarje e caktuar; për shembull, nëse ju do të mbani mend një ngjarje të caktuar në familje, në shkollë etj., atëherë kjo do të konsiderohet si histori e jetës tuaj).

2 **Sa larg prapa në jetë ju do të jeni në gjendje të mbani mend një histori jetësore? A mund ti kujtoni këto përvoja me saktësi?** (Ju lutem zgjedhni një prej tyre dhe përshkruani).

3 **A vlerësoni se ekziston një dallim në mes të ngjarjeve negative dhe atyre pozitive, në fuqinë përcaktuese për të krijuar vlerat tuaja personale?**

4 **A konsideroni se realiteti i një historie jetësore, ndërtohet si rezultat i faktoreve të jashtëm drejt brendisë së individit apo është produkt i vetëdijes së personit, pra burimi i vërtetësisë vie nga brenda? Në qoftë se buron nga jashtë, atëherë spjego se si faktorët e jashtëm kanë ndikim në ndërtimin e një strukture të një ngjarje të caktuar? Në qoftë se buron nga brenda individit, spjego se si?** (Përdor shembuj)

5 **A mendoni se një histori jetësore evulon ndërkohë? A mund ta kuptoni me vetëdije evolucionin e një historie të jetës me kalimin e kohës? Si mund ta shpjegoni atë me fjalë tuaja?** (Një person mund të përjetoj një histori jetësore që është e ngjashme me disa histori tjera në të kaluaren; për shembull, nëse do të ishit student, pjesëmarrja në një debat me kolegët tuaj në shkollën fillore është i të njëjtit kontekst me debatin qe ju mund te keni me bashkëmoshatarët tuaj në shkollën e mesme, por ndryshimi është se këto dy tregime jetësore prodhojnë kuptime të ndryshme për ju. A konsiderohet se debati në shkollën e mesme është më i moderuar, sepse përvoja juaj e parë në shkollën fillore është baza për të pasur një debat të tillë në shkollën e mesme).

6 **Në qoftë se brenda një ngjarje ju keni deshtuar të veproni suksesshëm, a keni ndëruar qasje (metodologji) në ngjarjen tjetër brenda kontekstit të njëjtë, apo ju nuk keni vendosur per alternativa, po keni vazhduar rrugen e njëjtë me më shumë përkushtim?**

7 **Cili është kuptimi i tog fjalëshit "Experiencat Edukative" për ju?** (Çfarë keni përfituar ju nga vitet e kaluara në shkollë, duke përfshirë atë fillor, të mesëm, dhe Universitet? Sa është e rrëndësishme shkollimi në ndërtim të vlerave tuaja të personalitetit?)

8 Cili ka qenë roli i mësuesit/profesorit në jetën tuaj?

[   ]

9 Si ka ndikuar tek ju vlerësimi negativ ose pozitiv i mesuesit ose profesorit në një lëndë të caktuar?

[   ]

10 A ka qenë e frytshme kurikula e mesimit per juve?

[   ]

11 A kanë qenë gjithnjë të përshtatshme për juve diskutimet në klasë?

[   ]

12 Si kanë ndikuar tek ju debatet e zhvilluara me shokët tuaj të klasës?

[   ]

13 A keni qenë një student aktiv gjatë procesit të ligjërimit në klasë, duke bërë pyetje, duke dhënë mendime dhe duke debatuar me kolegë apo thjesht keni qenë duke dëgjuar pa ndërveprim?

[   ]

14 Në çfarë mënyre një histori jetësore në klasë ka ndikuar në mendimet, besimet dhe vizionin tuaj?

[   ]

15 Cili është kuptimi i tog fjalëshit "Eksperiencat Profesionale" për ju? (A janë të rrëndësishme përvojat e mëparshme të punës në pozitën e tanishme të punës? Spjego më gjërësisht efektin e përvojave të punës në ndërtim të vlerave tuaja personale).

[   ]

16 Sa është i rrëndësishëm për juve, ambienti i punës, të cilën ju punoni? Përshkruaj…

[   ]

17 Sa ndikon në gjendjen tuaj emocionale, përgjegjësit dhe detyrat e pozitës, që ju përfaqësoni?

[   ]

18 Cilat janë dhe si kanë qenë raportet e juaja me kolegë? Përmend disa nga momentet të cilat ju vlerësoni si raporte te nivelit jo të kënaqshëm.

[   ]

19 Sa kanë ndikim tek ju, ngjarjet pozitive dhe negative të ndodhura në përgjithësi, brenda institucionit ku ju punoni?

20 Si e menaxhoni bashkëpunimin me kolegët tuaj, të cilët janë me histori të ndryshme profesionale dhe jo vetëm, në krahasim me historinë tuaj?

21 Sa ndikon mendimi (pozitiv ose negative) i udhëheqësit dhe kolegëve në përformancen tuaj?

22 Si ndikojnë mosmarrëveshjet në mes të palëve brenda institucionit tek ju, edhe në qoftë se nuk kanë lidhje direkte me ju?

23 Si keni arritur të përshtateni me kulturën dhe normat e institucionit në momentin kur keni pranuar përgjegjësit dhe detyrat?

24 Si dhe sa ndikon ora e pushimit në mes të orarit zyrtar të punës tek ju? Për çfarë e shfrytëzoni atë kohë zakonisht?

25 Në çfarë mënyre një histori jetësore në të kaluarën nga përvojat tuaja profesionale ka ndikuar në metodologjinë tuaj të punës? (Për shembull; një person ka një stil të caktuar pune. Brenda këtij koncepti të metodologjisë së punës janë të përfshira në mes tjerash sjellja juaj ndaj të tjerëve; disiplina juaj për të përfunduar detyrat tuaja të përditshme brenda afatit të caktuar nga shefi, duke ndarë informacione, fshehur njohuritë, duke dhënë dhe pranuar reagime, duke dhënë një këshillë, duke qenë një ndërmjetës etj).

26 Cili është kuptimi i tog fjalëshit "Përvojat e Brendshme Sociale" për ju?(Përvojat e brendshme sociale janë tregime të formuara brenda mjedisit tuaj të shtëpisë. Çfarë mendon se ju keni përfituar nga përvojat familjare).

27 A keni qenë një person i hapur apo i mbyllur gjatë bisedës me anëtarët e familjes duke shprehur lirisht vizionin, mendimet dhe besimet tuaja? (Përmendni një moment të veçantë të diskutimit tuaj me anëtarët e familjes dhe përshkruani atë).

28 Në çfarë mënyre një histori jetësore në mjedisin familjar ka ndikuar në mendimet, besimet dhe vizionin tuaj?

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29 Si kanë ndikuar ngjarjet negative dhe positive të ndodhura brenda familjes tek ju?

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30 Cilat janë sfidat e veshtira të cilën një familje mund të kaloj ndërkohë?

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31 A nënkupton që mos suksesi i anëtarëve të familjes konvertohet në mos suksesin tënd?

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32 Cili është kuptimi i tog fjalëshit "Eksperiencat e Jashtme Sociale" për ju? (Përvojat e jashtme sociale janë tregime të formuara brenda mjedisit ku ju jeni rritur dhe ju keni jetuar ose jetoni. Çfarë mendon se ju keni përfituar nga përvojat me njerëzit brenda shoqërisë së qytetit prej nga vini ju?)

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33 A jeni një person interaktiv në komunikim me njerëz jashtë familjes suaj? Përshkruani personalitetin tuaj?

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34 A konsideroni se jeni një tifoz i udhëtimeve në vende të ndryshme të botës në mënyrë që të takoni dhe kuptoni diversitetin e kulturave botërore? Nëse po përshkruaj më shumë?

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35 A janë të ngjajshme veçoritë e një dite të caktuar në jetën tuaj, me ditët tjera?

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36 A preferoni të shoqëroheni me persona të njëjtë apo ju deshironi të takoni persona të ndryshëm?

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37 Si ndikon kultura e përgjithshme e shoqërisë tek ju?

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38 Sa ndikon mirëqenia e shoqërisë tek ju?

39 Sa ndikon roli i medias në përgjithësi tek ju?

40 Në çfarë mënyre një histori jetësore në aspektin e përvojave të jashtme sociale ka ndikuar në mendimin, besimet dhe vizionin tuaj?

PJESA 3: PYETJET NË LIDHJE ME PROCESIN E VENDIM-MARRJES NDËRVEPRUESE

1 Cili është kuptimi i konceptit vendim-marrje tek ju - në jetën tuaj personale?
(Udhëheqësit marrin vendime gjatë gjithë kohës në fusha të ndryshme dhe këto vendime mund të shkaktojnë një efekt pozitiv ose negativ në strategjinë organizative, mundësitë transformuese dhe strukturën e rrjetit shoqëror në organizatë).

2 Sa shpesh keni qenë në situatë të marrjes së vendimeve të përditshme brenda një konteksti të caktuar dhe koha ka qenë e kufizuar?

3 Cili është kuptimi i fjalës "ndërveprim" për ju - në jetën tuaj personale?
(Ndërveprimi nënkupton ndarjen e përgjegjësive për secilin anëtar të udhëheqjes, duke i dhënë atyre mundësinë për të shfaqur njohuritë dhe aftësitë personale brenda një detyre specifike, e cila detyrë derivon nga një spektër më i gjërë i detyrave ku janë të involvuar edhe anëtarët e tjerë të udhëheqjes, e ku pastaj si përfundim duhet të bëhet integrimi i punës së gjithësecilit, në formë të një vendimi final dhe kolektiv).

4 Cilat janë tiparet ndërvepruese sipas mendimit të juaj?

5 Bëni dallimin në mes të proceseve vendim-marrëse në form ndërvepruese, bashkëpunuese dhe konkurruese? Bazuar në përvojat tuaja në të kaluarën, përse do të konsideronit të përshtatshme përdorimin e formës ndërvepruese të vendim-marrjes në vend të formës konkurruese ose bashkëpunuese të vendim-marrjes?

6 A ekziston veprimi kualitativ (fokus dhe gjithëpërfshirje) dhe mekanik (veprim rutinor) tek vendimarrja ndërvepruese?

7 A mund të matni shkallen e ndërveprimit, dhe si?

8 Sa e rrëndësishme është emërimi i një ekipi ekspertësh në një vendimmarrje ndërvepruese?

9 Sa e rrëndësishme është përgatitja e një strategjie për të qenë pjesë e një vendimmarje ndërvepruese dhe planit të veprimit gjatë implementimit të zgjidhjes?

10 A është e rrëndësishme avancimi professional i ekipit në një vendimmarrje ndërvepruese, permes formave të trajnimit?

PJESA 4: TË DHËNA PERSONALE

Në disa pyetje ku kërkohet të përzgjidhet njëra nga alternativat, përgjigjja shëohet me shenjën tik në mënyrë që të bëhet përzgjedhja e përgjigjes nga ana e pjesëmarrësit.

1 Mosha:

2 Gjinia:

o Mashkull

o Femër

3 A jeni i martuar?

o Po

o Jo

4 A keni fëmijë?

o Po

o Jo

5 Niveli i arsimimit formal?

o Gjimnaz

- o Bachelor

- o Master

- o Ph.D

6 Madhësia e departamentit (Numri i punonjësve).

- o Më pak se 10 punonjës

- o Më pak se 50 punonjës

- o Nga 50 deri 250 punonjës

- o Mbi 250 punonjës

7 Cili është pozicioni juaj në organizatë?

- o **Menaxhmenti i lartë** (CEO, anëtar i bordit drejtues, etj)

- o **Niveli i mesëm i menaxhimit** (Shefi i Departamentit, Shefi i Sektorit, etj.) - Përgjegjës për menaxherin e nivelit të lartë ose menaxherin e nivelit të mesëm të lartë, menaxhon menaxherin e vijës së parë

- o **Niveli i parë i menaxhimit** (Mbikëqyrësi, Menaxheri i Shiftit, Udhëheqësi i Ekipit, etj.) - Përgjegjës për menaxherin e nivelit të mesëm, drejtpërdrejt menaxher i punonjësve

- o **Punonjës**

8 Sa vjet përvojë pune keni?

o Më pak se 4 vite	o 4 deri 8 vite
o 8 deri 12 vite	o Më shumë se 12 vite

9 Ju lutemi mund të na thoni nëse ky proces i marrjes së intervistës ishte brenda domenit të respektimit të subjekteve tuaja njerëzore.

- o Gjithçka ka qenë në rregull

- o Mendoj se më janë shkelur të drejtat e mia humane

Unë _____ (emëri dhe mbiemri), pjesëmarrës/e në këtë intervistë, e cila është pjesë e temës së doktoratures me titull "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development", të përgatitur nga kandidati për PhD Sokol Loci, në Ljubljana University/School of Economics and Business, deklaroj se përgjigjet e mia të prezëntuara në këtë transtript janë të sakta dhe autentike.

_____
Participants Signature

v.v

Appendix 8: Questionnaire for the semi-structured interview with followers

Basic Information of the Interview Participant

Participant profile information is required to identify him/her. Participant data will be used for my study issues related to my doctoral thesis.

Nr	Information	Data
1	Interviewer	Sokol Loci, PhDc
2	Interviewee	
3	Place of Interview	
4	City/Country	
5	Place of Employment	
6	Directorate	
7	Position	
8	Email	
9	Tel/mob	
10	Date e Interview	
11	Day of Interview	

Methodology, Goals, and Questionnaire for Conducting a Semi-Structured Interview

The main purpose of this questionnaire is to provide empirical data to gain further knowledge in the field of leadership development. The questionnaire is part of my doctoral dissertation entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development". The focus of this dissertation is to try to analyze how all four aspects of Life-stories (educational experiences, professional experiences, external social experiences, and internal social experiences) in the form of decision-making shape the collaborative features of a leader and how these contribute to the decision-making process in organizations, between people with different characteristics. In order to provide intersubjective answers to the scientific questions, raised in a documented way through the proposal of the doctoral thesis, I will use a design of the qualitative method of scientific research. Through this method I will closely collect the raw data from 28 heads of different directorates from 7 regional municipalities of Kosovo (Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova) and 28 followers from the same municipalities. In this interview, I will choose to use a semi-structured interview which will be divided into two main parts. The first part of this questionnaire will include questions to understand the context of cooperation in which members of the leadership (members of the leadership process) operate in a day-to-day decision-making process; and the second part will relate to personal data. For semi-structured interviews I will use voice recording and transcription. The duration of an interview will be from 00:30 minutes to 1 hour.

First question: Is this information sufficient to proceed further with this semi-structured interview questionnaire or do you need further description of the project?

o Yes, I need more information

o No, I do not need more information

Important! If you need further information, please feel free to ask, so that I can give correct answers regarding your specific interest.

PART 1: QUESTIONS ABOUT THE PROCESS OF A COLLABORATIVE DECISION-MAKING

1 **What do the concepts of "leadership" and "leadership development" mean to you - in your personal life?** (Do you consider that the concept of leadership means leading of work processes by only one person or leadership is done by several people gathered on a regular basis to achieve a certain objective of the organization).

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2 **What does the concept of "leadership members" mean to you - in your personal life?** (Why is it important for the director to involve other members of the leadership (such as heads of departments) in a decision-making process.

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3 **What does the concept of decision-making mean to you - in your personal life?** (Leaders make decisions all the time in different areas and these decisions can cause a positive or negative effect on organizational strategy, transformational opportunities, and social network structure in the organization).

```
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4 **What does the word "collaboration" mean to you - in your personal life?** (Collaboration means sharing responsibilities for each member of leadership, giving them the opportunity to display personal knowledge and skills within a specific task, which task derives from a wider range of tasks involving other members of the leadership. Then, as a conclusion, the work of everyone should be integrated, in the form of a final and collective decision).

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5 **Given that the position of director is part of the political staff, what do you think is his / her role within the organization within a given mandate?**

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│                                                                │
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6 **Based on your experience within the time period of interaction in different work processes with the current director, what can be described as a change in approach**

to advancing interaction? (Is the quality of the interaction between you and the director more advanced and better compared to other directors in the past? Why?)

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7 What should be the directors approach to subordinates, to enable a favorable environment for the development of a collaborative decision-making process?

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8 How important is the good behavior of the director during a work process, of which you are also a part? If at some point you consider that the principals behavior is not in line with your expectations, how did you proceed?

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9 How important is it for you to be able to present an authentic idea within a decision-making process without being limited by the norms that the director can set during the process?

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10 When reporting on a task you have performed on the team, do you feel that the other members who are present, including the principal, listen to you carefully and consider your suggestions, right?

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11 If you have not successfully completed a task, what is the reaction of your boss and other team members?

<div style="border:1px solid #000;height:2em;"></div>

12 In a collaborative decision-making process, what was the role of your boss and other team members?

<div style="border:1px solid #000;height:2em;"></div>

13 If you have had a problem while working on a task, have you sought help from any team member, including your principal, and how has he or she reacted?

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14 When you managed to carry out any task arising from a joint decision-making process, how was your boss reacting?

<div style="border:1px solid #000;height:2em;"></div>

15 Please can you describe how your boss communicates with you during business hours (mention a story and describe it).

16 Does your boss differentiate between staff members, favoring any? (One department head may be more trusted to the director than another).

17 At the moment when your boss does not understand the content of your argument, how did he / she react? (What form of communication does the director receive from you during your reporting or argumentation? Is it via email, verbal, or some other form?)

18 If you had a problem with one of your colleagues, what was the principals reaction?

19 During conversations with your boss about work and other conversations that may be social, do you notice variability in the way he communicates and behaves?

20 Do you often talk to the principal about issues outside the work context? If so, can you tell us what you talk about the most?

21 Do you consider your director to be a detailist or not? (Does your principal pay attention to detail when considering an idea, report, project, etc).

22 Can you explain the way the director communicates with parties that are not part of the municipal staff?

23 Is your manager a sensitive person, carrying home problems at work and vice versa?

24 If you are not in a good emotional state on a given day, what is the principals reaction to help / motivate, to get out of that state?

25 Can you describe three negative characteristics and three positive personality traits of your director?

26 Have something else to add?

Part 2: Personal information and questions about personal relationships between you and the principal.

1 Age:

2 Gender:

- o Male

- o Female

3 Are you married?

- o Yes

- o No

4 Do you have children?

- o Yes

- o No

5 Level of formal education?

- o Gymnasium

- o Bachelor

- o Master

- o Ph.D

6 What is your field of study?

7 Sector Size? (Number of employees in your sector).

- o Less than 10 employees

- o Less than 50 employees

- o From 50 to 250 employees

- o Over 250 employees

8 What is your position in the organization?

- **Senior management** (CEO, board member, etc.)

- **Middle level management** (Head of Department, Head of Sector, etc.) - Responsible for the senior manager or senior middle manager, manages the front line manager

- **First level of management** (Supervisor, Shift Manager, Team Leader, etc.) - Responsible for the middle level manager, directly employee manager

- **Employees**

9 Is your position part of the civil or political service staff?

- Civil service staff

- Political staff

10 Is it necessary to meet your director on a daily basis, taking into account the position you are representing in the department?

- Yes

- No

11 Do you know your director for more than 1 year?

- Yes

- No

12 Do you have a good relationship with your principal?

- Yes

- No

13 How many years of work experience do you have?

o Less than 4 years	o 4 to 8 years
o 8 to 12 years	o More than 12 years

14 Please can you tell us if this interviewing process was within the domain of respecting your human subjects.

- o Everything was fine
- o I think my human rights have been violated

Important! This transcript is a translation of the original transcript, which is in Albanian. The transcript in Albanian language is signed and stamped by the participant in the interview, with the sole purpose to confirm the accuracy and originality of his answers in the transcript. The interview was conducted and then I compiled the transcript in Albanian language and sent it to the participant for verification and also after verifying the accuracy and authenticity of the answers by the participant I translated it into English.

Informatat Bazë të Pjesëmarrësit në Intervistë

Të dhënat për profilin e pjesëmarrësit janë të domosdoshme për të bërë identifikimin e tij/saj. Të dhënat e pjesëmarrësit do të përdoren për çështje të studimit tim, e që lidhet me temën time të doktoratures.

Nr	Informacion	Plotësim me të dhëna
1	Intervistuesi	Sokol Loci, PhDc
2	I/E Intervistuari/a	
3	Vendi i Intervistimit	
4	Qyteti/Shteti	
5	Vendi i Punës	
6	Drejtoria	
7	Pozita	
8	Email	
9	Tel/mob	
10	Data e Intervistimit	
11	Dita e Intervistimit	

Metodologjia, Synimet, dhe Pyetësori i Intervistës Gjysmë të Strukturuar

Qëllimi kryesor i këtij pyetësori është që të siguroj të dhëna empirike për të fituar njohuri të mëtejshme në fushën e zhvillimit të lidershipit. Pyetësori është pjesë e disertacionit tim të doktoraturës me titull "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development". Fokusi i këtij disertacioni është në përpjekje për të analizuar se si të katër aspektet e historive jetësore (eksperiencat edukative, eksperiencat profesionale, eksperiencat e jashtme sociale, dhe eksperiencat e brendshme sociale) në formë të vendim-marrjes formësojnë karakteristikat ndërvepruese të një lideri dhe si këto kontribuojnë në procesin e vendim-marrjes në organizata, në mes të njerëzve me veçori të ndryshme. Për të kryer kërkime shkencore, në mënyrë që të ofrohen përgjigje, rreth pyetjeve shkencore, të ngritura në mënyrë të dokumentuar përmes propozimit të temës së doktoratures, unë do të përdor një dizajn të

metodës kualitative të kërkimit shkencor. Përmes kësaj metode unë do të mbledhë nga afër të dhëna të papërpunuara më parë nga 28 (njëzet e tetë) drejtues të drejtorive të ndryshme nga 7 (shtatë) komunat regjionale të Kosovës (Prishtina, Mitrovica, Peja, Prizreni, Gjilani, Ferizaji, dhe Gjakova) dhe 28 (njëzet e tetë) bashkëpunëtorve të tyre nga komunat e njëjta. Në këtë intervistë, unë do të zgjedh të përdor intervistë gjysmë të strukturuar e cila do të ndahet në dy pjesë kryesore. Pjesa e parë e këtij pyetësori do të përfshij pyetje për të kuptuar kontekstin e bashkëpunimit në të cilin anëtarët e lidershipit (anëtarët e procesit të udhëheqjes) veprojnë në një proces të përditshëm të vendimmarrjes; dhe pjesa e dytë do të lidhet me të dhënat personale. Për intervista gjysmë të strukturuara do të përdor regjistrimin dhe transkriptimin e zërit. Kohëzgjatja e një interviste do të jetë nga 00:30 minuta deri në 1 orë.

Pyetja e parë: A është ky informacion i mjaftueshëm për të vazhduar më tutje me pyetësorin e kësaj interviste gjysmë të strukturuar apo keni nevojë për përshkrimin e mëtejshëm të projektit?

o   Po, më duhet më shumë informacion
o   Nuk kam nevojë për më shumë informacion

E rëndësishme! Nëse keni nevojë për informacione të mëtejshme, ju lutem mos ngurroni të pyesni, në mënyrë që unë të jap përgjigje të sakta në lidhje me interesin tuaj specifik.

Pjesa 1. Pyetje në lidhje me procesin e një vendimarje ndërvepruese

1 **Cili është kuptimi i konceptit "lidership" (udhëheqje) dhe "leadership development" (zhvillim i lidershipit) për ju – në jetën tuaj personale?** (A konsideroni se koncepti lidership nënkupton udhëheqje të proceseve të punës nga vetëm një person apo udhëheqja bëhet nga disa persona të mbledhur në formë të rregullt për të arritur një objektiv të caktuar të organizates).

2 **Cili është kuptimi i konceptit "leadership members" (anëtarët e udhëheqjes) për ju- në jetën tuaj personale?** (Pse është e rrëndësishme, përfshirja e anëtarëve të tjerë të udhëheqjes (siç janë shefat e sektorëve) nga ana e drejtorit, në një process të vendimmarrjes.

3 **Cili është kuptimi i konceptit vendim-marrje tek ju - në jetën tuaj personale? Pse është e rrëndësishme për juve, me qenë pjesë e një procesi të vendim-marrjes?** (Udhëheqësit marrin vendime gjatë gjithë kohës në fusha të ndryshme dhe këto vendime

mund të shkaktojnë një efekt pozitiv ose negativ në strategjinë organizative, mundësitë transformuese dhe strukturën e rrjetit shoqëror në organizatë).

4 **Çfarë do të thotë për ju koncepti "ndërveprim" - në jetën tuaj personale?** (ndërveprimi nënkupton ndarjen e përgjegjësive për secilin anëtar të udhëheqjes dhe dhënien e mundësisë për të demonstruar njohuritë dhe aftësitë e tyre personale për një detyrë specifike, mes një game më të gjerë detyrash që përfshijnë anëtarë të tjerë të udhëheqjes dhe më pas integrimin e tyre).

5 **Duke marrë parasysh se pozita e drejtorit është pjesë e stafit politik, cili mendoni se është roli i tij/saj brenda organizates brenda një mandate të caktuar?**

6 **Bazuar në përvojën tuaj brenda periudhës kohore të ndërveprimit në procese të ndryshme pune me drejtorin aktual, çfarë mund të cilësohet si ndryshim në çasje drejt avancimit të ndërveprimit?** (A është cilësia e ndërveprimit ne mes të juve dhe drejtorit më e avancuar dhe më e mirë, duke krahasuar me drejtoret e tjerë në të kaluaren? Pse?)

7 **Cila duhet me qenë qasja e drejtorit drejt vartësve, për të mundësuar një ambient të favorshëm për zhvillim të një procesi të vendim-marrjes ndërvepruese?**

8 **Sa është e rrëndësishme sjellja e mirë e drejtorit gjatë një procesi të punës, ku pjesë jeni edhe juve? Në qoftë se në një moment, ju konsideroni që sjellja e drejtorit nuk është sipas pritshmërrive që ju keni, si keni vepruar tutje?**

9 **Sa është e rrëndësishme për juve mundësia për të ofruar një ide autentike brenda një procesi të vendimmarrjes pa qenë i/e limituar nga normat që drejtori mund ti vendos gjatë procesit?**

10 **Kur raportoni për një detyrë që keni kryer në ekip, a e keni ndjesinë që anëtarët e tjerë të cilët janë prezent, duke përfshirë drejtorin, ju dëgjojnë me kujdes dhe marrin në konsideratë sugjerimet tuaja, apo jo?**

11 **Nëse nuk keni arritur të përfundoni me sukses një detyrë, si është reagimi i shefit tuaj dhe anëtarëve të tjerë të ekipit?**

___

12 **Në një proces të vendimarjes ndërvepruese, cili ishte roli i shefit tuaj dhe anëtarëve të tjerë të ekipit?**

___

13 **Nëse keni pasur një problem gjatë punës në një detyrë, a keni kërkuar ndihmë nga ndonjë anëtar i ekipit, përfshirë drejtorin tuaj, dhe si ka qenë reagimi i tij apo i tyre?**

___

14 **Kur keni arritur të zbatoni ndonjë detyrë të dalë nga një proces i përbashkët vendimmarrjeje, si ka qenë reagimi i shefit tuaj?**

___

15 **Ju lutem, a mund të përshkruani mënyrën sesi shefi juaj komunikon me juve gjatë orarit zyrtar të punës** (përmend një histori dhe përshkruaj atë).

___

16 **A bën dallime shefi juaj në mes të anëtarëve të stafit, duke favorizuar ndonjë?** (Një shef i sektorit mundet me qenë person më i besuar për drejtorin se një tjetër).

___

17 **Në momentin kur shefi juaj nuk e kupton përmbajtjen e argumentimit tuaj, si ai/ajo ka reaguar?** (Çfarë forme të komunikimit pranon drejtori nga ju gjatë raportimit ose argumentimit tuaj? A është përmes email-it, verbal, ose një formë tjetër?).

___

18 **Në qoftë se ju keni pas një problem me një nga kolegët tuaj, cili ka qenë reagimi i drejtorit?**

___

19 **Gjatë bisedave me drejtorin tuaj për çështje pune dhe bisedave tjera, të cilat mund të jenë shoqërore, a vëreni ndryshueshmërri në mënyren e komunikimit dhe sjelljes së tij?**

___

20 **A flisni ju shpesh me drejtorin për çështje jashtë kontekstit të punës? Në qoftë se po, a mund të na tregoni për çfarë bisedoni më shumë?**

___

21 A konsideroni që drejtori i juaj është detaist apo jo? (A i kushton vëmendje drejtori juaj detajeve, gjatë shqyrtimit të një ideje, raporti, projekti, etc).

‎

22 A mund të spjegoni mënyrën e komunikimit të drejtorit me palët që nuk janë pjesë e stafit të komunës?

‎

23 A është drejori juaj person i ndjeshëm, duke bartur problemet e shtëpisë në punë dhe e kunderta?

‎

24 Në qoftë se ju nuk jeni në gjendje emocionale të mirë në një ditë të caktuar, cili është reagimi i drejtorit për të ndihmuar/motivuar, për të dalë nga ajo gjendje?

‎

25 A mund të përshkruani tri karakteristika negative dhe tri karakteristika positive të personalitetit të drejtorit tuaj?

‎

26 Keni diçka tjetër për të shtuar?

‎

Pjesa 2. Të dhënat personale dhe pyetje në lidhje me raportet personale midis juve dhe drejtorit.

1 Mosha:

‎

2 Gjinia:

o Mashkull

o Femër

3 A jeni i martuar?

o Po

o Jo

4 A keni fëmijë?

o Po

o Jo

5 Niveli i Edukimit?

o Gjimnazi

o Bachelor

o Master

o Ph.D

6 Cila është fusha juaj e studimit?

7 Madhësia e Sektorit? (Numri i punonjësve në sektorin tuaj).

o Më pak se 10 punonjës

o Më pak se 50 punonjës

o Nga 50 deri 250 punonjës

o Mbi 250 punonjës

8 Cili është pozicionijuaj në organizatë?

o **Menaxher i nivelit të lartë** (CEO, anëtar bordi, etj.)

o **Menaxher i nivelit të mesëm** (Shefi i Departamentit, Shefi i Sektorit, etj.) - Përgjegjës për menaxherin e lartë ose menaxherin e mesëm, menaxhon menaxherin e linjës së pare

o **Menaxher i nivelit të ulët** (Mbikëqyrësi, menaxheri i ndërrimit, drejtuesi i ekipit, etj) - Përgjegjës për menaxherin e nivelit të mesëm, drejtpërdrejtmenaxherin e punonjësve

o **Punonjës**

9 A është pozita juaj pjesë e stafit të shërbimit civil apo politik?

o Staf i shërbimit civil

o Stafpolitik

10 A është e nevojshmetakimi i përditshëm me drejtorin tuaj, duke marrë parasyshë pozitën që ju përfaqësoni në departament?

o Po

o Jo

11 A e njihni drejtorin tuaj në afat më të gjatë se 1 vjeçare?

o Po

o Jo

12 A keni raporte të mira me drejtorin tuaj?

o Po

o Jo

13 Sa vjet përvojë pune keni?

o Më pak se 4 vite	o 4 deri në 8 vite
o 8der në 12 vite	o Më shumë se12 vite

14 Ju lutemi mund të na thoni nëse ky proces i marrjes së intervistës ishte brenda domenit të respektimit të subjekteve tuaja njerëzore.

o Gjithçka ka qenë në rregull

o Mendoj se më janë shkelur të drejtat e mia humane

Unë _____ (emëri dhe mbiemri), pjesëmarrës/e në këtë intervistë, e cila është pjesë e temës së doktoratures me titull "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development", të përgatitur nga kandidati për PhD Sokol Loci, në Ljubljana University/School of Economics and Business, deklaroj se përgjigjet e mia të prezëntuara në këtë transtript janë të sakta dhe autentike.

_____

Participants Signature

v.v

Appendix 9: Questionnaire for the incident semi-structured interview with directors
Basic Information of the Interview Participant

Participant profile information is required to identify him/her. Participant data will be used for my study issues related to my doctoral thesis.

Nr	Information	Data
1	**Interviewer**	Sokol Loci, PhDc
2	**Interviewee**	
3	**Place of Interview**	
4	**City/Country**	
5	**Directorate**	
6	**Position**	
7	**Email**	
8	**Tel/mob**	
9	**Date e Interview**	
10	**Day of Interview**	

Methodology, Goals, and Questionnaire for Conducting a Semi-Structured Interview

The main purpose of this questionnaire is to provide empirical data to gain further knowledge in the field of leadership development. The questionnaire is part of my doctoral dissertation entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development". The focus of this dissertation is to try to analyze how all four aspects of Life-stories (educational experiences, professional experiences, external social experiences, and internal social experiences) in the form of decision-making shape the collaborative features of a leader and how these contribute to the decision-making process in organizations, between people with different characteristics. In order to get the answers for the scientific questions, raised in a documented way through the proposal of the doctoral thesis, I will use a design of the qualitative method of scientific research. I have selected to use the semi-structured interview and I will divide it into parts. Voice recording and transcription will be used for semi-structured interviews.

1. **Persons, responsible for research, observers, etc.** i) Primary investigator: Sokol Loci, PhDc; ii) Researcher: Sokol Loci, PhDc; iii) Assistants: ; iv) External services, supervision: Judita Peterlin, PhD, Assistant Professor.

2. **Summary of main tasks.** if you agree to participate in the research, your tasks will briefly be the following (please note: detailed instructions will be provided separately): - You will provide answers for the questions I prepared in semi-structured interview which will be divided into parts and the objective is to find critical incidents that connect your behavior in the event of decision-making with your past experiences. The first part of this questionnaire will include questions about get information to identify the nature of the meeting of decision-making that you have participated; the second part is related to the

get the information about the process of that meeting; the third part is related to your life experiences; and the final part of questions is related with getting some personal information of the respondent. For semi-structured interviews I will use voice recording and transcription.

3. **Duration:** The duration of an interview will be not more than 1-hour hour.

4. **Rewards for participation:** Have access to the final version of this PhD dissertation and see the final results.

5. **Right to decline to participate.** You may decline to participate altogether or drop out or refuse to cooperate in a part of research without any penalties whatsoever.

6. **Privacy protection and data handling.** The data will be used only for the purpose of creating empirical data for my PhD Dissertation and in the document of my PhD dissertation, I will present your names when I have to use a quote for the concepts you have elaborated, but I will not write your name in cases where you will tell your personal stories, but in these cases I will write your name with R1, or R2 etc.

7. **Contacts**. Should you have any additional questions, concerns, wanted to know more details, etc., please do not hesitate to contact the following:

- Principal investigator: Sokol Loci, PhDc

- The committee on ethics in research at SEB UL (Etična komisija za znanstveno-raziskovalo delo Ekonomske fakultete Univerze v Ljubljani):

First question: Is this information sufficient to proceed further with this semi-structured interview questionnaire or do you need further description of the project?

o Yes, I need more information

o No, I do not need more information

Important! If you need further information, please feel free to ask, so that I can give correct answers regarding your specific interest.

PART 1: INFORMATION TO IDENTIFY THE NATURE OF THE MEETING

The reason for asking these questions from the first part of this questionnaire is to understand the purpose of the decision-making process, which you have participated in and the form in which you have organized this decision-making process. I am studying the collaborative decision-making process, which involves persons from the executive staff of the organization and who have different personal values from each other. But, the persons involved in that decision making process are competent to resolve the issue that is the reason they are gathered in that decision-making process.

1 Who was the person in charge that has initiated or organized that meeting and selected you as a member of that decision-making process?

[ ]

2 What was the purpose of that meeting?

[ ]

3 Where was the meeting held and why there?

[ ]

4 Did this meeting have a detailed agenda?

[ ]

5 What was the duration of the meeting and will there be a continuation of it, or did the meeting have an epilogue and as such ended?

[ ]

6 Was that meeting an urgent matter for discussion or it was an ordinary meeting?

[ ]

7 What was your role in that meeting?

[ ]

8 What was the topic (s) or problem (s) that you have discussed in the meeting?

[ ]

9 Was your participation in the meeting necessary?

[ ]

10 Is the topic discussed at that meeting related to your responsibilities within the organization?

[ ]

PART 2: INFORMATION FROM THE MEETING

1 Tell me the moment/s when you had to be active within in the meeting, in order to be considered a productive contributor to a collaborative decision-making process.

[ ]

2 **Have you managed to contribute in an authentic way to this meeting, by giving the information you possess, as well as your ideas, proposals, objections, approvals, etc.?**

[ ]

3 Were there any objections and suggestions from other participants within the meeting for the material you have presented? If, yes how you did react and feel? If not, how did you feel?

```
[                                                                    ]
```

4 Tell me about the moment when you had to be creative and/or provide critical argumentation?

```
[                                                                    ]
```

5 What were the cases within the meeting when debates (opposition, challenge, suggestion, opinion, etc.) were raised between the participants in the meeting and what was the reactions (what the person said and why) of participants?

```
[                                                                    ]
```

6 How did you weigh up the information that was accumulated from the discussion of all the participants in the meeting, in order to use them properly during the final stage of decision-making process?

```
[                                                                    ]
```

7 What decisions were taken? Who took decisions, and how were these decisions made [e.g. participation, consultation, voting, leader decided]?

```
[                                                                    ]
```

8 Were there any moments when you can feel hurt, abused, underestimated, etc?

```
[                                                                    ]
```

9 Were there any moments when you feel motivated and productive?

```
[                                                                    ]
```

10 What are the challenges of that meeting? How did you handle them and what is your contribution?

```
[                                                                    ]
```

PART 3: ELABORATION OF INTERNAL SOCIAL EXPERIENCES AND THEIR RELATIONS WITH MEETING DYNAMICS

1 Can you identify any educational experiences, professional experiences, external social experiences, or internal social experiences that you believe prepared you for your role in this meeting?

Internal social experiences	

External social experiences	
Professional experiences	
Educational experiences	

2 Where and when did the experience happen?

Internal social experiences	
External social experiences	
Professional experiences	
Educational experiences	

3 What was the purpose of that experience?

Internal social experiences	
External social experiences	
Professional experiences	
Educational experiences	

4 Why was the experience critical for you?

Internal social experiences	
External social experiences	
Professional experiences	
Educational experiences	

5 Can you give an elaboration of what happen?

Internal social experiences	

External social experiences	
Professional experiences	
Educational experiences	

6 What did you do in that experience?

Internal social experiences	
External social experiences	
Professional experiences	
Educational experiences	

7 What attributes made it a successful experience for you? Or why was not that experience successful for you?

Internal social experiences	
External social experiences	
Professional experiences	
Educational experiences	

8 What was your attitude during the experience?

Internal social experiences	
External social experiences	
Professional experiences	
Educational experiences	

9 What did you learn from it and how did you feel at that moment?

Internal social experiences	63
External social experiences	
Professional experiences	
Educational experiences	

10 What does the content of that experience mean to you now?

Internal social experiences	
External social experiences	
Professional experiences	
Educational experiences	

PART 4: PERSONAL INFORMATION

In some questions where it is required to select one of the alternatives, the answer will be ticked in order to identify the selection of the participant.

1 Age:

2 Gender:

o Male

o Female

3 Level of formal education?

o Gymnasium

o Bachelor

o Master

o PhD

4 Department size (Number of employees).

- o Less than 10 employees

- o Less than 50 employees

- o From 50 to 250 employees

- o Over 250 employees

5 What is your position in the organization?

- o Senior management (CEO, board member, etc.)

- o Middle level management (Head of Department, Head of Sector, etc.) - Responsible for the senior manager or senior middle manager, manages the front line manager

- o First level of management (Supervisor, Shift Manager, Team Leader, etc.) - Responsible for the middle level manager, directly employee manager

- o Employees

6 How many years of work experience do you have?

o Less than 4 years	o 4 to 8 years
o 8 to 12 years	o More than 12 years

7 Please can you tell us if this interview process was within the domain of respecting your human subjects.

- o Everything was fine
- o I think my human rights have been violated

Appendix 10: Questionnaire for the elite interview with three experts

Basic Information of the Interview Participant (The field of Leadership)

The information related to the profile of participant is required, for the purpose to identify the characteristics of his/her expertise. Participant data will be used for my study issues related to my doctoral thesis.

Nr	Information	Filling with data
1	Interviewer	Sokol Loci, PhDc
2	Interviewee	
3	Form of Interview	
4	City/Country	
5	The Job Position	
6	Professional Title	
7	Email	
8	Tel/mob	
9	Date of Interview	
10	Day of Interview	

Methodology, Objectives, and the Questionnaire of the interview

The main purpose of this questionnaire is to provide empirical data to gain further knowledge in the field of leadership development. The questionnaire is part of my doctoral dissertation entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process within the Context of Leadership Development". The focus of this dissertation is to try to analyze how all four aspects of Life-stories (educational experiences, professional experiences, external social experiences, and internal social experiences) in the form of decision-making shape the collaborative features of a leader and how these contribute to the decision-making process in organizations, between people with different characteristics. In order to provide intersubjective answers to the scientific questions, raised in a documented way through the proposal of the doctoral thesis, I will use a design of the qualitative method of scientific research. Through this method I have closely collected the raw data from 28 heads of different directorates from 7 regional municipalities of Kosovo (Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova) and 28 followers from the same municipalities. Also, I am interviewing 3 experts in areas related to the topic I am addressing, including an expert in the field of neurology; an expert in the field of leadership development and concealment of knowledge; and an expert in the field of authentic leadership. The questionnaire will be divided into two main parts.

First question: Is this information sufficient to proceed further with this interview questionnaire or do you need further description of the project?

o Yes, I need more information

o No, I do not need more information

Important! If you need further information, please feel free to ask, so that I can give correct answers regarding your specific interest.

PART 1:

1 What does the concept of leadership development mean and how is it manifested?

2 At what levels can the concept of leadership development be studied empirically?

3 Do you think leadership development is a complex and ongoing process or is it just an outcome?

4 What are the similarities and differences between the concepts authentic leadership development and leadership development?

5 Do we need to study empirically leadership development through taking in consideration one specific research methodology or we are free of using different research methodologies and selection of different research tools?

6 Are leadership skills part of any psychological structure that a person would develop across time or these skills are inherited genetically in the form of a talent?

7 How would you define personal life-stories?

8 Are Life-stories sources of information that build a person's inner values?

9 Do you think that the characteristics of leadership are highlighted more within a certain type of context or those characteristics are manifested within each situation and context that a person would be part of?

10 How would you define a collaborative decision-making process?

11 How life experiences affect our brain and how to convert it in thoughts, beliefs, behaviors and actions in the present and the future?

12 Do you think that the basic values of the individual change in the meantime as a result of the person's participation in new events in life?

PART 2: PERSONAL INFORMATION

1 **Age:**

```
                                                                      
```

2 Gender:

o Male

o Female

3 Are you married?

o Yes

o No

4 Do you have children?

o Yes

o No

5 What is your birthplace?

```
                                                                      
```

6 Level of formal education?

o Bachelor

o Master

o PhD

7 Your current job?

```
                                                                      
```

8 What is your professional title?

```
                                                                      
```

9 Are you part of any educational institution?

o Yes `[    ]`

o No

10 Are you part of, or have you been part of, any other institution (scientific and not only) throughout your career?

11 Do you hold any awards of appreciation accepted by a national and international institution for your scientific work and more?

12 How many years of work experience do you have?

o Less than 8 years	o 8 to 12 years
o 12 to 15 years	o More than 15 years

13 Please can you tell us if this interview process was within the domain of respecting your human subjects?

o   Everything was fine

o   I think my human rights have been violated

I _____ (name and surname), participant in this interview, which is part of the doctoral thesis entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development ", Prepared by PhD candidate Sokol Loci, at Ljubljana University / School of Economics and Business, I declare that my answers presented in this transcript are correct and authentic.

_____

Participants Signature

Basic Information of the Interview Participant (The field of Authentic Leadership)

The information related to the profile of participant is required, for the purpose to identify the characteristics of his/her expertise. Participant data will be used for my study issues related to my doctoral thesis.

Nr	Information	Filling with data
1	Interviewer	Sokol Loci, PhDc
2	Interviewee	
3	Form of Interview	
4	City/Country	
5	The Job Position	
6	Professional Title	
7	Email	
8	Tel/mob	
9	Date of Interview	
10	Day of Interview	

Methodology, Objectives, and the Questionnaire of the interview

The main purpose of this questionnaire is to provide empirical data to gain further knowledge in the field of leadership development. The questionnaire is part of my doctoral dissertation entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process within the Context of Leadership Development". The focus of this dissertation is to try to analyze how all four aspects of Life-stories (educational experiences, professional experiences, external social experiences, and internal social experiences) in the form of decision-making shape the collaborative features of a leader and how these contribute to the decision-making process in organizations, between people with different characteristics. In order to provide intersubjective answers to the scientific questions, raised in a documented way through the proposal of the doctoral thesis, I will use a design of the qualitative method of scientific research. Through this method I have closely collected the raw data from 28 heads of different directorates from 7 regional municipalities of Kosovo (Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova) and 28 followers from the same municipalities. Also, I am interviewing 3 experts in areas related to the topic I am addressing, including an expert in the field of neurology; an expert in the field of leadership development and concealment of knowledge; and an expert in the field of authentic leadership. The questionnaire will be divided into two main parts.

First question: Is this information sufficient to proceed further with this interview questionnaire or do you need further description of the project?

o Yes, I need more information

o No, I do not need more information

Important! If you need further information, please feel free to ask, so that I can give correct answers regarding your specific interest.

PART 1:

1 What does the concept of authentic leadership development mean and how is it manifested?

2 At what levels can the concept of authentic leadership development be studied empirically and how much complex it is?

3 What are the similarities and differences between the concepts authentic leadership development and leadership development?

4 Are leadership knowledge, skills, abilities, thoughts, beliefs, vision, etc., part of any psychological structure that a person would develop across time or these are inherited genetically in the form of a talent?

5 How would you define personal life-stories?

6 Are Life-stories sources of information that build a person's inner values?

7 Do you think that the characteristics of leadership are highlighted more within a certain type of context or those characteristics are manifested within each situation and context that a person would be part of?

8 Do you think that the basic values of the individual change in the meantime as a result of the person's participation in new events in life?

9 What is the concept of collaboration and is there any connection of it with the concept of authentic leadership?

10 Based on your experience can you do the distinction between terms of collaboration, cooperation, and competition?

PART 2: PERSONAL INFORMATION

1 Age:

2 Gender:

o Male

o Female

3 Are you married?

o Yes

o No

4 Do you have children?

o Yes

o No

5 What is your birthplace?

6 Level of formal education?

o Bachelor

o Master

o PhD

7 Your current job?

8 What is your professional title?

9 Are you part of any educational institution?

o Yes

o No

10 Are you part of, or have you been part of, any other institution (scientific and not only) throughout your career?

11 Do you hold any awards of appreciation accepted by a national and international institution for your scientific work and more?

12 How many years of work experience do you have?

o Less than 8 years	o 8 to 12 years
o 12 to 15 years	o More than 15 years

13 Please can you tell us if this interview process was within the domain of respecting your human subjects?

o Everything was fine

o I think my human rights have been violated

I _____ (name and surname), participant in this interview, which is part of the doctoral thesis entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development ", Prepared by PhD candidate Sokol Loci, at Ljubljana University / School of Economics and Business, I declare that my answers presented in this transcript are correct and authentic.

_____

Participants Signature

Basic Information of the Interview Participant (The field of Neurology)

The information related to the profile of participant is required, for the purpose to identify the characteristics of his/her expertise. Participant data will be used for my study issues related to my PhD Dissertation.

Nr	Information	Data
1	Interviewer	Sokol Loci, PhDc
2	Interviewee	
3	Place of Interview	
4	City/Country	
5	The Job Position	
6	Professional Title	
7	Email	
8	Tel/mob	
9	Date of Interview	
10	Day of Interview	

Methodology, Objectives, and the Questionnaire of interview

The main purpose of this questionnaire is to provide empirical data to gain further knowledge in the field of leadership development. The questionnaire is part of my doctoral dissertation entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process within the Context of Leadership Development". The focus of this dissertation is to try to analyze how all four aspects of Life-stories (educational experiences, professional experiences, external social experiences, and internal social experiences) in the form of decision-making shape the collaborative features of a leader and how these contribute to the decision-making process in organizations, between people with different characteristics. In order to provide intersubjective answers to the scientific questions, raised in a documented way through the proposal of the doctoral thesis, I will use a design of the qualitative method of scientific research. Through this method I have closely collected the raw data from 28 heads of different directorates from 7 regional municipalities of Kosovo (Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova) and 28 followers from the same municipalities. Also, I am doing the interviews with 3 experts in areas related to the topic I am addressing, including an expert in the fi eld of neurology; an expert in the field of leadership development and concealment of knowledge; and an expert in the field of authentic leadership. This interview will be divided into two main parts.

First question: Is this information sufficient to proceed further with this paper interview questionnaire or do you need further description of the project?

o Yes, I need more information

o No, I do not need more information

Important! If you need further information, please feel free to ask, so that I can give correct answers regarding your specific interest.

PART 1: HOW LIFE EXPERIENCES AFFECT OUR BRAIN AND HOW TO CONVERT IT IN THOUGHTS, BELIEFS, BEHAVIORS AND ACTIONS IN THE PRESENT AND THE FUTURE

1 Which structures of the brain are responsible for memorizing the experiences (events) we live during a given day?

2 Is there a particular part of the brain that is responsible for advancing our cognitive abilities, thus developing our critical thinking in relation to everyday life situations?

3 From the perspective of the science of neurology, is there an explanation, how we arrive to a logical thought?

4 Does the human brain have the ability to change its structure/function throughout life as a result of the experiences?

5 Can this process be explained through so-called "brain neuroplasticity"? Do we ever stop learning? What kind of intelligences can we develop and which intelligences we cannot develop over a certain number of years?

6 How does the so-called memory consolidation process work, after receiving information from the outside world?

7 Is the genetic factor the main and sole determinant of personality formation or are there other factors that can transform it? Do you think leaders are born or made?

8 How much does life experiences (education, family, society, work) affect the formation of personality and its transformation?

9 At what stage of life is the human brain most vulnerable to the information it receives?

10 How important is emotional load during a life experience in creating a thought, memory, and perception?

11 If we make a comparison between positive experiences (events that bring joy) and negative ones (events that bring sadness), which category is stored longer and in more detail in our memory?

12 Are positive experiences differentiated from negative ones in different parts of the brain?

13 Positive or negative experiences are more important in forming a more complete critical thinking in the future?

14 Is there a particular brain structure that conditions instinctive or primitive actions (beliefs, behaviors) regardless of our past experiences or our critical judgment in the present?

PART 2: PERSONAL INFORMATION

1 Age:

2 Gender:

o Male

o Female

3 Are you married?

o Yes

o No

4 Do you have children?

o Yes

o No

5 What is your birthplace?

6 Level of formal education?

o Bachelor

o Master

o PhD

7 Your current job?

8 What is your professional title?

9 Are you part of any educational institution?

o Yes

o No

10 Are you part of, or have you been part of, any other institution (scientific and not only) throughout your career?

11 Do you hold any awards of appreciation accepted by a national and international institution for your scientific work and more?

12 How many years of work experience do you have?

o Less than 10 years	o 10 to 15 years
o 15 to 20 years	o More than 20 years

13 Please can you tell us if this interview process was within the domain of respecting your human subjects

o Everything was fine

o   I think my human rights have been violated

I _____ (name and surname), participant in this interview, which is part of the doctoral thesis entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development ", Prepared by PhD candidate Sokol Loci, at Ljubljana University / School of Economics and Business, I declare that my answers presented in this transcript are correct and authentic.

_____

Participants Signature

Appendix 11: Transcripts from elite interviews with three experts

Basic Information of the Interview Participant

The information related to the profile of participant is required, for the purpose to identify the characteristics of his/her expertise. Participant data will be used for my study issues related to my doctoral thesis.

Nr	Information	Filling with data
1	Interviewer	Sokol Loci, PhDc
2	Interviewee	Cynthia McCauley
3	Form of Interview	
4	City/Country	Greensboro, NC
5	The Job Position	Senior Fellow
6	Professional Title	Senior Fellow
7	Email	mccauley@ccl.org
8	Tel/mob	1-336-292-3848
9	Date of Interview	Sept 9, 2021
10	Day of Interview	

Methodology, Objectives, and the Questionnaire of the interview

The main purpose of this questionnaire is to provide empirical data to gain further knowledge in the field of leadership development. The questionnaire is part of my doctoral dissertation entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process within the Context of Leadership S". The focus of this dissertation is to try to analyze how all four aspects of Life-stories (educational experiences, professional experiences, external social experiences, and internal social experiences) in the form of decision-making shape the collaborative features of a leader and how these contribute to the decision-making process in organizations, between people with different characteristics. In order to provide intersubjective answers to the scientific questions, raised in a documented way through the proposal of the doctoral thesis, I will use a design of the qualitative method of scientific research. Through this method I have closely collected the raw data from 28 heads of different directorates from 7 regional municipalities of Kosovo (Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova) and 28 followers from the same municipalities. Also, I am interviewing 3 experts in areas related to the topic I am addressing, including an expert in the field of neurology; an expert in the field of leadership development and concealment of knowledge; and an expert in the field of authentic leadership. The questionnaire will be divided into two main parts.

First question: Is this information sufficient to proceed further with this interview questionnaire or do you need further description of the project?

o Yes, I need more information

o X No, I do not need more information

Important! If you need further information, please feel free to ask, so that I can give correct answers regarding your specific interest.

PART 1:

1 What does the concept of leadership development mean and how is it manifested?

At the Center for Creative Leadership, we make a distinction between leader development and leadership development. Here is what we say in the *CCL Handbook of Leadership Development* (3rd edition, 2010):
- page 2: "We define leader development as the expansion of a person's capacity to be effective in leadership roles and processes. Leadership roles and processes are those that facilitate setting direction, creating alignment, and maintaining commitment in groups of people who share common work."
- Page 20: "We define leadership development as the expansion of a collectives leadership capacity to produce direction, alignment, and commitment. A collective is any group of people who share work, for example, teams, work groups, organizations, partnerships, communities, and nations."

This means that we see leader development as the development of individuals and leadership development as the development of collectives.

Others have adopted this distinction (see the work of David Day or Sonia Ospina), but many in the field do not make this distinction. The dominant view in the leadership development field is that leadership development is about developing individuals, particularly those who occupy managerial roles in organizations.

2 At what levels can the concept of leadership development be studied empirically?

If by levels you mean individual, group/team, organization, society, I think it can be (and has been) studied empirically at all of these levels.

3 Do you think leadership development is a complex and ongoing process or is it just an outcome?

Leadership is a complex and ongoing (that is recognized as leadership by its outcomes).

4 What are the similarities and differences between the concepts authentic leadership development and leadership development?

I see authentic leadership development (that is, the theory/perspective developed by Avolio and colleagues) as a particular type of leadership development. In authentic leadership development, leaders and followers gain self-awareness and develop more trusting and genuine relationships with one another. Using the CCL perspective on leadership development (see response to question #1), I would say that leadership development is broader than the concept of authentic leadership development. Leadership development is about groups of people (leaders and followers) developing shared goals (direction), coordinated work (alignment), and mutual responsibility for the collective (commitment). Developing more trusting and genuine relationships would typically help in developing these collective outcomes. But without these collective outcomes, leadership is not happening.

5 Do we need to study empirically leadership development through taking in consideration one specific research methodology or we are free of using different research methodologies and selection of different research tools?

It is important to use a diverse mix of methodologies because each method has strengths and weaknesses. By combining them, you get more robust science.

6 Are leadership skills part of any psychological structure that a person would develop across time or these skills are inherited genetically in the form of a talent?

I think there is evidence that there are inheritable traits, like extraversion and conscientiousness, that are associated with being effective in leadership roles (see Judge et al., Personality and Leadership, 2002). And Neve et al (2013) estimated that the heritability of leadership role occupancy was 24%. However, there is also evidence that many of the skills that benefit leaders are developed over time. Therefore, like all human capabilities, both nature and nurture are important.

7 How would you define personal life-stories?

Personal narratives that individuals write about their lives. These are often undertaken to gain self-insights and to search for deeper meaning in ones life.

8 Are Life-stories sources of information that build a person's inner values?

I have not used personal life-stories in leadership development, nor am I familiar with research in this area, so I don't have anything to say about this question!

9 Do you think that the characteristics of leadership are highlighted more within a certain type of context or those characteristics are manifested within each situation and context that a person would be part of?

There is a strong perspective within psychology that human behavior is influenced by both individual characteristics and situational factors. I think that this would be true for a leaders behaviors: both individual characteristics and situation/context influence these behaviors.

10 How would you define a collaborative decision-making process?

A collaborative decision-making process is one in which a group of individuals together make a decision rather than one person making a decision for the group.

11 How life experiences affect our brain and how to convert it in thoughts, beliefs, behaviors and actions in the present and the future?

I know nothing about brain science, so cannot comment on this question.

12 Do you think that the basic values of the individual change in the meantime as a result of the person's participation in new events in life?

Yes, people regularly point to life experiences as a source of their values. Leaders do point to life events (e.g., hardship experiences, experiences with bosses, job challenges) as the source of personal lessons about values (for example, see McCall et al, The Lessons of Experience, 1988).

PART 2: PERSONAL INFORMATION

1 Age:

63

2 Gender:

o Male

o X Female

3 Are you married?

o X Yes

o No

4 Do you have children?

o Yes

o X No

5 What is your birthplace?

Virginia, US

6 Level of formal education?

o Bachelor

o Master

o X PhD

7 Your current job?

Senior Fellow

8 What is your professional title?

Dr.

9 Are you part of any educational institution?

o X Yes (Center for Creative Leadership)

o No

10 Are you part of, or have you been part of, any other institution (scientific and not only) throughout your career?

I have taught courses at NC A&T State University

11 Do you hold any awards of appreciation accepted by a national and international institution for your scientific work and more?

I am a Fellow in the Society for Industrial and Organizational Psychology and in the American Psychological Society. I received the Marion Gislason Award for Excellence in Leadership Development from Boston University in 2017

12 How many years of work experience do you have?

o Less than 8 years	o 8 to 12 years
o 12 to 15 years	o X More than 15 years

13 Please can you tell us if this interview process was within the domain of respecting your human subjects?

✓ Everything was fine

o I think my human rights have been violated

I __Cynthia McCauley_____ (name and surname), participant in this interview, which is part of the doctoral thesis entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development ", Prepared by PhD candidate Sokol Loci, at Ljubljana University / School of Economics and Business, I declare that my answers presented in this transcript are correct and authentic.

Cynthia McCauley

_____
Participants Signature

Basic Information of the Interview Participant

The information related to the profile of participant is required, for the purpose to identify the characteristics of his/her expertise. Participant data will be used for my study issues related to my doctoral thesis.

Nr	Information	Filling with data
1	Interviewer	Sokol Loci, PhDc
2	Interviewee	Domagoj Hruška
3	Form of Interview	Zoom
4	City/Country	Zagreb/Croatia
5	Professional Title	Assoc. prof.
6	Institution	University of Zagreb/ Faculty of Economics and Business
7	Email	dhruska@net.efzg.hr
8	Date of Interview	15.09.2021
9	Day of Interview	Wednesday

Methodology, Objectives, and the Questionnaire of the interview

The main purpose of this questionnaire is to provide empirical data to gain further knowledge in the field of leadership development. The questionnaire is part of my doctoral dissertation entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process within the Context of Leadership Development". The focus of this dissertation is to try to analyze how all four aspects of Life-stories (educational experiences, professional experiences, external social experiences, and internal social experiences) in the form of decision-making shape the collaborative features of a leader and how these contribute to the decision-making process in organizations, between people with different characteristics. In order to provide intersubjective answers to the scientific questions, raised in a documented way through the proposal of the doctoral thesis, I will use a design of the qualitative method of scientific research. Through this method I have closely collected the raw data from 28 heads of different directorates from 7 regional municipalities of Kosovo (Prishtina, Mitrovica, Peja, Prizren, Gjilan, Ferizaj, and Gjakova) and 28 followers from the same municipalities. Also, I am interviewing 3 experts in areas related to the topic I am addressing, including an expert in the field of neurology; an expert in the field of leadership development and concealment of knowledge; and an expert in the field of authentic leadership. The questionnaire will be divided into two main parts.

First question: Is this information sufficient to proceed further with this interview questionnaire or do you need further description of the project?

o Yes, I need more information

✓ No, I do not need more information

Important! If you need further information, please feel free to ask, so that I can give correct answers regarding your specific interest.

PART 1:

1 What does the concept of authentic leadership development mean and how is it manifested?

> The content of the authentic leadership concept is a bit vague. Allow me to begin the answer by first clarifying the definition of what we call an organization. An organization is a regular gathering of people who come together to achieve a common goal. So I have to emphasize that the purpose or objective of an organization is its main specificity and this will also make the difference between organizations. I consider that even in our case, now we are presenting a kind of organization because we are gathered here for a specific purpose which is to provide answers to your questionnaire. Within each organization there is a structure which is part of the leadership of that organization, which is committed to lead the organization in achieving that goal, thus influencing all other members of that organization. And the special way of behaving of these people who are positioned as part of the leadership is considered to be authentic. Authentic leadership is based on the identity of the person and being true self. So, people who want to be part of the leadership must either join an idea presented by others to advance it, or they must come up with a personal idea, in order to transform things. Providing personal ideas is also a way to express personal authenticity within a leadership process. Within any kind of leadership process the person must find connections of the specifics of that process with his personal identity. Sometimes it is really difficult to act within a certain context by being yourself and being transparent in presenting identity values and as a result the person begins to act shy, incoherent and other problems arise. As a result, people who are involved in leadership by not achieving the coordination of its identity values with the specifics of the context of an event manages to develop compulsive behavior that will mean performing actions in the same form without knowing or waiting that in the end he will reach a target with positive results. So, as I pointed out, the authenticity of a person is determined by the identity values of the person and being true to himself. If we behave in the same way we think then we can conclude that we are acting and behaving in an authentic way.

2 At what levels can the concept of authentic leadership development be studied empirically and how much complex it is?

> Of course scientific research have different concepts and different underpinnings and of course if we are thinking about deductive generalization then it is a problematic issue. But, if we use other methods such as this qualitative research method I think is a good approach to the truth of data. Of course there are different aspects that can be done in different way I am actually a mentor also of a PhD student in the field of

authentic leadership and he is doing a combination of methods like qualitative and quantitative research method. So yes it is interesting area and I consider that to study a social issue empirically would be harder because if we are not careful than the data would be less objective.

3 What are the similarities and differences between the concepts authentic leadership development and leadership development?

As I said leadership is about influencing people and the term leadership development we have different approaches about that and too many ideas about how this influence should be developed. The authentic leadership a specific kind of development. It is based on identity development and it is also focused on congruence between our actions and our thinking, which is maybe even tactics in some way to keep your identity in takt to these collision between the environment and the self. But I want to emphasize that is one way of analyzing it, but there are many ways that can be described.

4 Are leadership knowledge, skills, abilities, thoughts, beliefs, vision, etc., part of any psychological structure that a person would develop across time or these are inherited genetically in the form of a talent?

I say that we as persons have some ideas how to behave and act and these ideas come from our evolutionary background. In respect to that I say that we always have to deal with this issue and cannot be changed and if we break it if we don't follow that evolutionary background we will pay the consequences. But we also have the opportunity to better understand that evolutionary background and not be naïve, in order to understand the external environment better. And, here also where the impact of Life-stories come in. We know better what feels when we have a personal negative experience or positive experiences because we are aware about every of its specifics and here we will become also true to oneself.

5 How would you define personal life-stories?

Human stories are opportunities to test personal values and to make a person aware of the existence of those values.

6 Do you think that the characteristics of leadership are highlighted more within a certain type of context or those characteristics are manifested within each situation and context that a person would be part of?

It depends how you define leadership skills. Skills are kind a tricky term, because is more define as tactical master issues like techniques to practice leadership. If you are building an authentic identity which can support through the suffering you have to be congruence all time. You should find the specific actions and behaviors to specific context that you are behaving because the specifics of context are different from each other.

7 Do you think that the basic values of the individual change in the meantime as a result of the person's participation in new events in life?

> I think that participation in certain events does not serve to transform our identity values but serves to raise awareness of the values we possess. So I will understand with my participation in an event about the forms of my behavior, testing them for the effects they give towards me and the external environment.

8 What is the concept of collaboration and is there any connection of it with the concept of authentic leadership?

> Collaboration is the ways how define us in a most profound way. If we are authentic in a decision-making process it is easier for us to provide personal values in favor of building social relationships within the team, on purpose to achieve the common objective.

9 Based on your experience can you do the distinction between terms of collaboration, cooperation, and competition?

> How do you see the development of authenticity is lets say a process which involves and it is tested based on our relation with the environment which we are surrounded. Collaboration would be when you achieve a certain level of individualization and you can test it in a social environment. But the way you can test is through the results you will achieve in the end, and the best think is that you test will be very accurate. If there are good results, you will be more secure next time when dealing with these issues and if you fail you will improve yourself next time. For me cooperation you can test yourself faster, because you get an immediate feedback by the colleague. But this process of testing cannot be very accurate because as a measuring tool you have the feedback of colleagues instead of results. In collaboration you have a certain autonomy that do not let others to get any feedback they like to give.

PART 2: PERSONAL INFORMATION

1 Age:

> 41

2 Gender:

✓ Male

o Female

3 Are you married?

✓ Yes

o No

4 Do you have children?

✓ Yes

o No

5 Level of formal education?

o Bachelor

o Master

✓ PhD

6 Do you have something to add?

> I am an associate professor of Organization and Management at the Faculty of Economics and Business in Zagreb, Croatia. I have published more than 80 journal or conference papers and authored and co-authored several books. My work is drawn from theoretical frameworks across disciplines like cognitive and organizational psychology, philosophy and sociology in order to isolate and describe phenomena in the domain of leadership, decision making and strategy.

7 Please can you tell us if this interview process was within the domain of respecting your human subjects?

✓ Everything was fine

o I think my human rights have been violated

I <u>Domagoj Hruška</u> (name and surname), participant in this interview, which is part of the doctoral thesis entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development ", Prepared by PhD candidate Sokol Loci, at Ljubljana University / School of Economics and Business, I declare that my answers presented in this transcript are correct and authentic.

_____
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1	Interviewer	Sokol Loci, PhDc
2	Interviewee	Prof. Afrim Blyta, MD, PhD
3	City/State	Prishtina/Kosova
4	The Job Position	Faculty of Medicine/University of Prishtina
5	Professional Title	Professor
6	Email	***afrim.blyta@uni-pr.edu***
7	Tel/mob	-
8	Date of Interview	03.10.2021
09	Day of Interview	Sunday

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✓ No, I do not need more information

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PART 1: HOW LIFE EXPERIENCES AFFECT OUR BRAIN AND HOW THEY ARE CONVERTED IN THOUGHTS, BELIEFS, BEHAVIORS AND ACTIONS IN THE PRESENT AND THE FUTURE

1 Which structures of the brain are responsible for memorizing the experiences (events) we live during a given day?

> Hippocampus part of the temporal lobe, temporomandibular joint.

2 Is there a particular part of the brain that is responsible for advancing our cognitive abilities, thus developing our critical thinking in relation to everyday life situations?

> Frontal lobes, frontal.

3 From the perspective of the science of neurology, is there an explanation, how to achieve a logical thought, through the process of thinking?

> Logical thinking is achieved in a gradual three-step process; 1. Formation of premises, 2. Formation of conclusions based on premises, 3. Formation of judgments from conclusions as a final summary of logical thinking

4 Does the human brain have the ability to change structure/function throughout life as a result of experiences, perceptions, and stress?

> Yes.

5 Can this process be explained through so-called "brain neuroplasticity"?

> Yes.

6 How does the so-called memory consolidation process work after receiving information from the outside world?

> The process involves three stages; 1. Codification of information, as a result of feelings (perceptions) 2. Recording of information, 3. Return of recorded information when we want.

7 Is the genetic factor the main and only determinant of personality formation or are there other factors that can transform it?

> Yes very important

8 How much does life experience (education, family, society, work) affect the formation of personality and its transformation?

> Yes

9 At what stage of life is the human brain most vulnerable to the information it receives?

From birth to the age of 5 years.

10 How important is emotional load during a life experience in creating a thought, memory, and perception?

Very important. Emotionally charged events are easily coded, recorded, and recalled.

11 If we make a comparison between positive experiences (events that bring joy) and negative ones (events that bring sorrow), which category is stored longer and in more detail in our memory?

Those that have higher emotional load, affective the higher the load the more intense the memory. As a rule, negative events are memorized more intensively

12 Are positive experiences differentiated from negative ones in different parts of the brain?

Different parts of the brain are responsible for processing negative or positive experiences. Positive experiences mainly in the prefrontal cortex. Negative in the prefrontal cortex and amygdala

13 Are positive or negative experiences more important in shaping a more complete critical thinking in the future?

Prohibitions, "No", are mainly more important in the formation of critical thinking and the system of values. Affirmation, evaluation, gratification are more important in building self-esteem, self-confidence

12. Is there a particular brain structure that conditions instinctive or primitive actions (beliefs, behaviors) regardless of our experiences in the past or our critical judgment in the present?

The new neocortical brain is responsible for problem solving, memory, language judgment, impulse control, and rationalization. Primary, primitive brain; mesothelium, cerebellum, bridge, elongated marrow are responsible for reflexive, instinctive, autonomic functions.

PJESA 2: TË DHËNA PERSONALE

1 Age:

1.09.1960

2 Gender:

✓ Male

o Female

3 Are you married?

✓ Yes

○ No

4 Do you have children?

✓ Yes

○ No

5 What is your place of birth?

Gjakova/Kosove

Level of formal education?

✓ Spec

✓ Ph.D

6 Your current job?

Faculty of Medicine, Prishtine

7 Are you part of any educational institution?

✓ Yes (Faculty of Medicine, Prishtine)

○ No

8 Are you part of or have you been part of any other institution (scientific and not only) throughout your career?

Center for Mind Body Medicine Washington DC, Wiesbaden Academy of Psychotherapy, QKUK

9 Do you hold any awards of appreciation donated by a national and international institution for your scientific work and more?
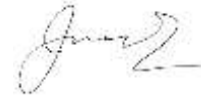
Yes

10 How many years of work experience do you have?

○ Less than 10 years	○ 10 to 15 years
○ 15 to 20 years	✓ More than 20 years

11 Ju lutemi mund të na thoni nëse ky proces i marrjes së intervistës ishte brenda domenit të respektimit të drejtave tuaja njerëzore.

✓ Everything was fine

○ I think my human rights have been violated

I __Afrim Blyta_____ (name and surname), participant in this interview, which is part of the doctoral thesis entitled "The Analysis of the Four Aspects of the Life-Story in a Collaborative Decision-Making Process Within the Context of Leadership Development ", Prepared by PhD candidate Sokol Loci, at Ljubljana University / School of Economics and Business, I declare that my answers presented in this transcript are correct and authentic.

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