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**The role of Personality, Emotional Intelligence and Spiritual Intelligence
among leaders in Corporate South Africa.**

By

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Faculty of Humanities,

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Declaration

I, Phyllis Ndlovu, hereby declare that this thesis is my original work except where I used or quoted another source, which has been duly acknowledged. I further declare that the work in this thesis has never been submitted before for another degree to any university or tertiary institution for examination.

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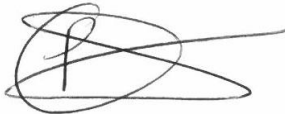
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Ethics statement

The author, whose name appears on the title page of this thesis, has obtained, for the research described in this work, the applicable research ethics approval.

The author declares that she has observed the ethical standards required in terms of the University of Pretoria's Code of ethics for researchers and the Policy guidelines for responsible research.

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Date: 14 February 2025

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Dedication

This study is dedicated to the national and continental transformation agenda. It is a small, but significant contribution towards leadership changing the trajectory of ordinary lives of people, for the better.

Abstract

This study established to what extent personality, emotional intelligence (EQ) and spiritual intelligence (SQ) played a role in leadership excellence. The study further sought to investigate the relationship between personality, emotional intelligence and spiritual intelligence with six (6) physiological drivers, namely Brain Fitness, Stress Coping, Nutrition, Mindset, Sleep and Exercise which are all key parts of leadership excellence. The study furthermore determined the impact of these physiological drivers on Emotional Intelligence.

A sequential explanatory mixed methods research design was used during the course of the study. Phase I, the quantitative phase, involved the administration of three (3) questionnaires, namely the Hogan Personality Inventory (HPI), the EQi2.0 (an emotional intelligence assessment tool), as well as the Neuro Agility Profile (NAP). A total of seventy (70) participants volunteered to participate in the study. Phase II of the study, the qualitative phase, consisted of semi structured in-depth interviews in which six (6) participants partook.

Quantitative data were analysed using IBM SPSS version 26©. Descriptive statistics were used to describe the sample and to report on the prevalence of personality, emotional intelligence and spiritual intelligence. The results indicated that certain personality traits, namely Ambition, Sociability, Interpersonal Sensitivity, Inquisitive and Learning Approach were prevalent among the leaders participating in the study. The participants also displayed adequate emotional intelligence and measured high in spiritual intelligence.

Correlational statistics were computed which indicated a significant positive relationship between spiritual intelligence and four (4) elements of emotional intelligence, namely Self-perception, Self-expression, Interpersonal and Stress Management. Positive, significant correlations were established between four (4) elements of emotional intelligence (Self-perception, Self-expression, Decision-making and Stress Management) and two elements of personality, namely Adjustment and Interpersonal Sensitivity. Lastly, spiritual intelligence correlated positively and significantly with only one element of personality, namely Adjustment.

Three (3) stepwise multiple regression analyses were conducted to determine which variables of personality and spiritual intelligence significantly impacted the elements of emotional intelligence.

The first regression analysis indicated that 38.1% of the variance was explained by Spiritual Intelligence (beta = 0.308; $p \leq .05$), followed by Learning Approach (beta = 0.265; $p \leq .05$), Interpersonal Sensitivity (beta = 0.254; $p \leq .05$) and Adjustment (beta = 0.226; $p \leq .05$). The second regression analysis showed that a third (33.3%) of the variance in Self-expression was explained by Adjustment (beta = 0.334; $p \leq .05$), followed by Interpersonal Sensitivity (beta = 0.271; $p \leq .05$) and Age (beta = 0.212; $p \leq .05$). The third analysis demonstrated that 40% of variance was accounted for by two (2) of the predictor variables. These are Interpersonal Sensitivity (beta = 0.511; $p \leq .05$) and Spiritual Intelligence (beta = 0.217; $p \leq .05$). The fourth analysis indicated that 51% of the predictor variables account for Decision-making. These four (4) were Learning Approach (beta = 0.413; $p \leq .05$), Adjustment (beta = 0.357; $p \leq .05$), Sociability (beta = -0.301; $p \leq .05$) and Interpersonal sensitivity (beta = 0.200; $p \leq .05$). Finally, the fifth regression analysis demonstrated that 37.7% of variance in Stress Management was accounted for by three (3) predictors. These three (3) were Adjustment (beta = 0.385; $p \leq .05$), Learning Approach (beta = 0.246; $p \leq .05$) and Interpersonal Sensitivity (beta = 0.236; $p \leq .05$).

In terms of physiological drivers as well as age and gender, three (3) of the eight independent variables have the greatest significant impact on the total score of emotional intelligence. These variables are Mindset (beta = 0,362; $p \leq .05$), Nutrition (beta = 0,296; $p \leq .05$), and Age (beta = 0,237; $p \leq .05$).

Qualitative data were thematically analysed using Braun and Clarke's six-phase approach for thematic analysis. Six (6) themes were identified namely, Individual leadership attributes, Interaction with others, Personal intent to make impact, Line of sight between the leaders and society, Organisational obligations and finally, Awareness of the macro context within which leadership occurs.

A staged weaving approach was used to integrate the quantitative and qualitative data. It was found that five (5) themes supported the findings of the quantitative results which added depth and richness to the latter. The five (5) themes are Individual Leadership Attributes, Interaction with others, Personal intent to make impact, Line of sight between the leader and society as well as Awareness of the macro context within which leadership occurs. It was also determined that emotional intelligence and spiritual intelligence are foundational to Steward leadership, which manifested as leadership excellence in the present study. It was argued that corporate leaders who exhibit excellent leadership will be best positioned to address present day challenges in the corporate environment. Some of the challenges identified within the context of this study, are the post-Covid-19 era and its remanence; Digital Transformation; as well as Inclusivity in an increasingly virtual world.

It is recommended that, to enhance corporate leadership through the lens of the present study, corporations in South Africa need to embed these findings in their day-to-day functioning. To this end, training, upskilling, and leadership enhancement initiatives need to be reframed to bear the role and significance of Personality, Emotional Intelligence and Spiritual Intelligence.

TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION TO THE STUDY.....	1
1.1 Introduction	1
1.2 Effective leadership.....	1
1.3 Three (3) challenges facing leaders.....	2
1.3.1 The Aftermath of the Covid-19 Pandemic and Lockdown	2
1.3.2 Digital transformation.....	2
1.3.3 Inclusivity in an increasingly virtual world	4
1.4 Personality, Emotional Intelligence and Spiritual Intelligence	5
1.5 Problem Statement and Justification for the Study.....	6
1.5.1 Aims and Objectives.....	6
1.6 Outline of the Study	7
1.7 Conclusion.....	8
CHAPTER 2 LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Conceptualising leadership.....	9
2.2.1 Historical Context of Leadership.....	12
2.2.2 Implications for present day study of leadership	14
2.3 The roles of Personality, EQ & SQ in Corporate leadership.....	15
2.3.1 Personality	16
2.3.2 Emotional Intelligence	22
2.3.3 Spiritual Intelligence	28
2.4 The relationship between Leadership Styles, Effective Leadership and Leadership Excellence	34
2.4.1 Transformational Leadership.....	35
2.4.2 Steward Leadership.....	38
2.5 Leadership Effectiveness, Leadership Excellence, and Corporate Leadership	44
2.5.1 Effective Leadership.....	45
2.5.2 Leadership Excellence	47
2.6 Corporate Leadership and Present-day Challenges.....	48
2.6.1 Covid-19 Pandemic and global Lockdown	49
2.6.2 Digital transformation.....	50
2.6.3 Inclusivity in an increasingly virtual world	51
2.7 Conclusion.....	52
CHAPTER 3 THEORETICAL FRAMEWORK	54
3.1 Introduction	54
3.2 Conceptualising Psycho-neurophysiology	54
3.2.1 Psychology.....	54

3.2.2 Neurology.....	56
3.2.3 Physiology	58
3.2.4 Framework Integration	66
3.3 Understanding personality, EQ & SQ from a Psycho-neurophysiological perspective.....	67
3.3.1 Personality	67
3.3.2 Emotional Intelligence	72
3.3.3 Spiritual Intelligence	76
3.4 Implications for Corporate Leadership	82
3.5 Conclusion.....	82
CHAPTER 4 RESEARCH METHODOLOGY	83
4.1 Introduction	83
4.2 Aims and Objectives.....	83
4.3 Research Design.....	83
4.4 Sampling.....	86
4.4.1 Quantitative Sample	86
4.4.2 Qualitative Sample	87
4.5 Sample Characteristics.....	88
4.5.1 Quantitative Sample Characteristics.....	88
4.5.2 Qualitative Sample Characteristics	90
4.6 Measurement Instruments	91
4.6.1 Biographical information questionnaire	91
4.6.2 Quantitative Measures	91
4.7 Qualitative Measures	97
4.8 Data Collection Procedure	98
4.8.1 Quantitative data collection (Phase 1).....	98
4.8.2 Qualitative data collection (Phase 2)	99
4.9 Data Analysis.....	99
4.9.1 Quantitative Data Analysis.....	99
4.9.2 Qualitative Data Analysis	101
4.9.3 Integration of quantitative and qualitative results.....	102
4.10 Research Quality	102
4.11 Ethical Considerations.....	103
4.12 Conclusion.....	104
CHAPTER 5 QUANTITATIVE RESULTS	105
5.1 Introduction	105
5.2 Descriptive statistics: Personality, Emotional and Spiritual Intelligence	105
5.2.1 The Hogan Personality Inventory (HPI).....	106
5.2.2 Emotional Intelligence Scale (EQi2.0)	109

5.2.3 Neuro-Agility Profile (NAP)	111
5.3 The Relationship between Subscales of Personality, Emotional Intelligence and Spiritual Intelligence.....	113
5.3.1 Correlations between Spiritual Intelligence and Emotional Intelligence subscales	113
5.3.2 Correlations between Personality and Emotional Intelligence Subscales	114
5.3.3 Correlations between Spiritual Intelligence and Personality subscales	117
5.4 Correlations between the Physiological Drivers, and Subscales of Personality, Emotional Intelligence and Spiritual Intelligence.....	118
5.4.1 Correlations between Personality Subscales and Physiological Drivers.....	118
5.4.2 Correlation between Emotional Intelligence Subscales and Physiological Drivers	120
5.4.3 Correlation between Spiritual Intelligence Subscales and Physiological Drivers	123
5.5 Stepwise Multiple Regression.....	124
5.5.1 Results from the stepwise regression determining if Spiritual Intelligence and Personality scales are predictors of Self-Perception	125
5.5.2 Results from the stepwise regression analysis determining if Spiritual Intelligence and Personality scales are predictors of Self-expression.....	126
5.5.3 Results from the stepwise regression analysis determining if Spiritual Intelligence and Personality scales are predictors of the Interpersonal scale	128
5.5.4 Results from the stepwise regression analysis determining if Spiritual Intelligence and Personality scales are predictors of Decision-making	129
5.5.5 Results from the stepwise regression analysis determining if Spiritual Intelligence and Personality scales are predictors of Stress Management.....	131
5.5.6 Regression Analysis of Physiological Drivers.....	133
5.6 Conclusion.....	135
CHAPTER 6 QUALITATIVE RESULTS	137
6.1 Introduction	137
6.2 Qualitative results of semi-structured interviews	137
6.3 Six-Phase Approach.....	138
6.3.1 Phase 1: Familiarisation of data.....	138
6.3.2 Phase 2: Initial coding	138
6.3.3 Phase 3: Searching for themes.....	146
6.3.4 Phase 4: Reviewing themes	152
6.3.5 Phase 5: Defining and naming themes	153
6.3.6 Phase 6: Outcome report.....	167
6.4 Conclusion.....	167
CHAPTER 7 DISCUSSION, LIMITATIONS OF THE STUDY, RECOMMENDATIONS FOR FUTURE RESEARCH AND CONCLUSION	168
7.1 Introduction	168
7.2 Weaving Approach for Results Interpretation.....	168
7.3 Prevalence of Personality, Emotional Intelligence, and Spiritual Intelligence in South African Leaders.....	169

7.3.1 Personality	169
7.3.2 Emotional Intelligence	174
7.3.3 Spiritual Intelligence	177
7.4 Relationships among Personality, Emotional and Spiritual Intelligence	180
7.4.1 Correlations between Spiritual and Emotional Intelligence	181
7.4.2 Correlations between Personality and Emotional Intelligence Subscales	184
7.4.3 Correlations between Spiritual Intelligence and Personality subscales	185
7.4.4 Correlations between Physiological Drivers and Personality, EQ and SQ	186
7.5 The Impact of Personality and Spiritual Intelligence on Emotional Intelligence	189
7.5.1 Impact of Personality and Spiritual Intelligence on Self Perception.....	190
7.5.2 Impact of Personality and Spiritual Intelligence on Self Expression.....	191
7.5.3 Impact of Personality and Spiritual Intelligence on Interpersonal	192
7.5.4 Impact of Personality and Spiritual Intelligence on Decision Making.....	192
7.5.5 Impact of Personality and Spiritual Intelligence on Stress Management.....	193
7.5.6 Impact of Physiological Drivers on Emotional Intelligence.....	194
7.6 Implications of the results for concepts related to leadership.....	194
7.6.1 Qualitative themes Reflects as Leadership Excellence	194
7.7 Practical implications for corporate challenges.....	196
7.8 Limitations of the Study.....	197
7.9 Recommendations for Future research	197
7.10 Contribution of study to existing body of literature.....	198
7.11 Conclusion.....	199
REFERENCES.....	201
APPENDICES	241
APPENDIX A Letter of Introduction	250
APPENDIX B Participant Biographical Data Form	254
APPENDIX C Written Consent to Participants	255
APPENDIX D Written Consent to Participants in the Quantitative Data Collection	257
APPENDIX E Written Consent to Participants in the Qualitative Data Collection.....	259
APPENDIX F Semi Structured Interview schedule.....	261
APPENDIX G Ethical Approval from Ethics Committee	262

List of Tables

- Table 2.1:** Five factor Model
- Table 2.2:** Five factor model and Hogan Personality Inventory (HPI)
- Table 4.1:** Gender
- Table 4.2:** Level of Leadership
- Table 4.3:** Age Group
- Table 4.4:** Tenure in Executive Position
- Table 4.5:** Industries represented
- Table 4.6:** Qualitative Sample Characteristics
- Table 4.7:** HPI Cronbach Reliability
- Table 4.8:** EQi2.0 Cronbach Reliability
- Table 4.9:** NAP Spiritual Intelligence Population Representation
- Table 4.10:** NAP brain dominance in Population representation
- Table 4.11:** NAP-Physiological Drivers in Population Representation
- Table 4.12:** Six-phase approach to Thematic Analysis
- Table 5.1:** Descriptive Statistics of the HPI (n=70)
- Table 5.2:** Descriptive Statistics of the EQi 2.0 (n=70)
- Table 5.3:** Descriptive statistics of the NAP (n=70)
- Table 5.4:** Correlation coefficient for Spiritual Intelligence and Emotional subscales
- Table 5.5:** Correlation coefficient for Personality and Emotional Intelligence subscales
- Table 5.6:** Correlation coefficients for Spiritual Intelligence and Personality subscales
- Table 5.7:** Correlation coefficient for Personality subscales and Physiological drivers

- Table 5.9:** Correlation coefficient for Spiritual Intelligence subscales and Physiological drivers
- Table 5.10:** Model Summary
- Table 5.11:** Statistical significance of Model Evaluation Result
- Table 5.12:** Determining the predictors of Self-perception
- Table 5.13:** Model Summary
- Table 5.14:** Statistical significance of Model Evaluation Result
- Table 5.15:** Determining the predictors of Self-expression
- Table 5.16:** Model Summary
- Table 5.17:** Statistical significance of Model Evaluation Result
- Table 5.18:** Determining the predictors of the Interpersonal scale
- Table 5.19:** Model Summary
- Table 5.20:** Statistical Significance of Model Evaluation Result
- Table 5.21:** Determining the predictors of Decision-making
- Table 5.22:** Model Summary
- Table 5.23:** Statistical Significance of Model Evaluation Result
- Table 5.24:** Determining the predictors of Stress Management
- Table 5.25:** Model Summary
- Table 5.26:** Statistical Significance of Model Evaluation Result
- Table 5.27:** Determining the predictors of total Emotional Intelligence
- Table 6.2:** Codes generated during Phase 2 of Thematic Analysis
- Table 7.1:** Five factor Model and the Hogan Personality Inventory (HPI)

LIST OF FIGURES

- Figure 2.1:** Human Intelligence Development
- Figure 2.2:** Organisational Principles and Business Purpose
- Figure 2.3:** Corporate Leadership as informed by Effective Leadership and Leadership Excellence
- Figure 3.1:** Continuum of Brain fitness-from unfit to brain-fit
- Figure 3.2:** Growth mindset, Mindfulness and Self-love
- Figure 3.3:** An integrated model of Physiology and Corporate leadership
- Figure 3.4:** Neurobiology and Personality Trait representation
- Figure 3.5:** The limbic system
- Figure 3.6:** Brain structures involved in Emotional Intelligence
- Figure 3.7:** The brainstem – Open Education Resource (OER)
- Figure 4.1:** Sequential Explanatory Mixed methods Design
- Figure 4.2:** Participant representation per Industry
- Figure 4.3:** Sequential Explanatory Mixed Method Design
- Figure 4.4:** Quantitative Data Analysis process
- Figure 6.1:** Phase 3 Codes and Themes

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Introduction

This introductory chapter outlines the background and context of the study. Three (3) challenges facing present day executive leaders in corporate South Africa are discussed, namely the aftermath of Covid-19 and its associated lockdown, digital transformation, as well as inclusivity in an increasingly virtual world. Given these challenges, it is imperative that an executive leader is adequately postured to address them effectively. To that end, three (3) constructs are deemed to be pertinent to the optimal functioning of corporate leadership. These constructs are Personality, Emotional Intelligence and Spiritual Intelligence. The reason for their pertinence is also discussed. Further, this chapter articulates the research problem and the aim and objectives thereof. An outline of the chapters of this study are discussed prior to the conclusion.

1.2 Effective leadership

Literature has outlined that there is no single, agreed upon definition of what leadership is (Booyesen, 2017; Harung, Travis, Blank & Heaton, 2009; Jackson, 2020; Nystedt, 1997; Sankar, 2003; Waggoner, 2010). As a result, there is a lack of common understanding of what key challenges leaders face in the present-day corporate environment. This is because different theorists tend to emphasise some elements of leadership at the expense of others (Bolden, 2004; Bolden & Kirk, 2009). Given this reality, it is the view of the present researcher that the challenges posed by the recent global Covid-19 pandemic, necessitates effective leadership, however it is defined, to respond in a manner that minimises harm and ensures business continuity. Research conducted on leaders during the Covid-19 pandemic, however, did not indicate what effective leadership would entail (Howe, Chauhan, Soderberg & Buckley, 2021; Kane, Nanda, Phillips & Copulsky, 2021; Vera, Samba, Kong & Maldonado, 2021; Sobral, Carvalho, Łagowska, Furtado, & Grobman). This is despite clear and consistent articulation of what is required from those leaders. As a result of daily interaction with leaders in various corporations, the researcher came to realise that personality, emotional intelligence and spiritual intelligence might contribute to an understanding of leadership generally and leadership effectiveness specifically. It is therefore the aim

of this study to explore what role personality, emotional intelligence and spiritual intelligence plays among corporate leadership in South Africa.

1.3 Three (3) Challenges Facing Leaders

1.3.1 The Aftermath of the Covid-19 Pandemic and Lockdown

The 2019 global Covid-19 pandemic has had a direct impact on all areas of society, including how corporate leaders lead (Howe, Chauhan, Soderberg & Buckley, 2021; Kane, Nanda, Phillips & Copulsky, 2021; Vera, Samba, Kong & Maldonado, 2021; Sobral, Carvalho, Łagowska, Furtado, & Grobman). The pandemic has resulted in large scale loss of life, compromised long-term health and loss of livelihood (Harper, Kalfa, Beckers, Kaefer, Nieuwhof-Leppink, Magdalena Fossum, Herbst, BagliVera, Samba, Kong, & Maldonado, 2021). Harper et al. (2021) has illuminated that this state of affairs has been traumatic for some and acutely stressful for others. Therefore, the manner in which leaders had to lead, also changed. Given this challenge, Stoller (2020) argues that, in order to sturdy their organisations' proverbial ship, leaders needed to respond in two (2) primary ways. Firstly, they had to actively communicate with all stakeholders more than in pre-Covid times. Secondly, leaders had to demonstrate balance between being realistic about problems, whilst being optimistic about their resolution. Interestingly, the two (2) leadership responses outlined by Stoller (2020) are elements of Emotional Intelligence (EQ) as outlined by Health Systems (2011). Active communication is associated with the quality of interpersonal element of EQ, while being realistic and optimistic are part of decision-making and stress management respectively. It can, therefore, be deduced that a leader's EQ is central in responding to this pandemic challenge. It can further be deduced that, if a leader's EQ is most tested in times of large-scale change like the Covid-19 pandemic, then a leader's EQ will also be required in times of organisation-wide digital transformation.

1.3.2 Digital transformation

Digital transformation is the process of using technological advancements to re-engineer how one engages with his/her corporate environment (Lee & Armstrong, 2022). This re-engineering process takes place so that business entities can become

more efficient, remain relevant and become sustainable over time. In addition to digital transformation, the business world also experienced a swift growth of electronic commerce (Mitrovic, Milisavljevic, Cosic, Lekovic, Grubic-Nesic, & Ivanisevic, 2011). The net effect of this advancement is that many technological novelties have become rapidly obsolete. Though digital transformation is primarily driven by business continuity, it is employees within those businesses that get affected the most (Van Wart, Roman, Wang & Cheol Liu, 2019). This is because digital transformation may lead to some employee roles becoming redundant, while other employee roles may need to be re-purposed. This situation, therefore, calls for corporate leaders to effectively assist employees to deal with their anxieties about the changes, while keeping their focus on digital operational outcomes. As outlined in 1.2, a leader's emotional intelligence is required for this large-scale change.

In addition to a leader's EQ, Porfírio, Carrilho, Felício, and Jardim (2021) argue that successful digital transformation is informed more by leadership characteristics than a good digital strategy. Porfírio et al. (2021) seem to imply that the requisite leadership characteristics are in fact a leader's personality. What Porfírio et al. (2021) imply is also confirmed by literature (Anandanatarajan, 2019; Bergner, 2020; Hassan, Asad & Hoshino 2016). Literature has asserted that particular personality traits correlate favourably with effective leadership (Anandanatarajan, 2019; Bergner, 2020; Hassan, Asad & Hoshino 2016). Specifically, Extraversion, Conscientiousness and Intellect (openness to experiences), have been consistently associated with personality traits that lead to leadership effectiveness (Moss & Ngu, 2006). Furthermore, Sainger (2018) argues that during digital transformation, leaders need to adequately align their employees and other resources to achieve their digital transformation goals. The alignment process requires a leader's extraversion capacity namely being talkative, energetic, and adventurous (Goldberg, 1992; McCrae & Costa, 1987), Conscientiousness in that they need to be organised, responsible, and motivated (Goldberg, 1992; McCrae & Costa, 1987), as well as possessing a particular intellect, namely being reflective, creative, imaginative and original. Given the foregoing personality traits, it can be concluded that during times of large-scale change, the personality of a leader plays a significant role.

1.3.3 Inclusivity in an increasingly virtual world

The challenge of Covid-19 and digital transformation have resulted in employees working remotely. This situation has yielded visible benefits for many companies (Lutchman, Mahlangu & Lentsoane, 2020). The benefits range from saving time in traffic, increased time to focus on actual work and saving on fuel as well as other travel and transport costs, therefore, having better financial autonomy. In turn, these benefits are said to have improved employee engagement (Lutchman et al., 2020). These benefits, however, came with a set of challenges including decreased innovation and poor knowledge sharing among team members (Kniffin, 2021). Innovation and knowledge sharing rely on team cohesion (Kniffin, 2021). An additional challenge relates to employees who felt isolated during the Covid-19 lockdown. According to Kniffin (2021), these employees missed being part of a team and therefore could not function optimally. The foregoing challenges suggest that employees who work as a team need to feel included in the life of their respective organisations and as a result of this, experience psychological safety (Carmeli, Reiter-Palmon & Ziv 2010; Frazier, Fainshmidt, Klinger, Perzeshkan & Vracheva, 2016; Newman, Donohue & Eva, 2017).

Psychological safety refers to employees, at individual and team levels, feeling comfortable to share their views and take risks to be innovative, without the fear of negative consequences (Carmeli, Reiter-Palmon & Ziv 2010; Frazier, Fainshmidt, Klinger, Perzeshkan & Vracheva, 2016; Newman, Donohue & Eva, 2017). Given the necessity of inclusivity in the workplace, Moloi (2022) suggests that there is a need to foster team connectedness and inclusivity for leaders to build an environment that is conducive to improved efficiency. Moloi (2022) further suggests that such team connectedness improves organisational production. Incidentally, Moloi (2022)'s assertion is encapsulated in principles of spiritual intelligence. Literature has defined spiritual intelligence to be about inter-connectedness, purpose and meaning (Booyesen, 2017; Howard, Guramatunhu-Mudiwa & White, 2009; Malik & Tariq, 2016; Safara & Bhatia, 2013; Samul, 2020; Vaughan, 2002; Wigglesworth, 2011; Zohar, 1997; Zohar & Marshall 2000). Therefore, it stands to reason that, for leaders to inculcate inclusivity in a corporate environment that is getting increasingly virtual, they need to improve and enhance their spiritual intelligence acumen.

It has been established in the above discussion that the three (3) present day leadership challenges require leaders to posture themselves in a particular manner in order to be effective leaders. Emotional intelligence would mitigate the impact of Covid-19, a particular personality profile would yield more desirable digital transformation results, and inclusivity can be enhanced by a leader's spiritual intelligence. It is interesting to note that literature tends to unpack the three (3) constructs in isolation of each other. However, the impact of a combination of the three (3) constructs is likely to have an exponential effect on a leader's role. While each construct yields leadership effectiveness, it is likely that leadership excellence can be achieved through investigating the three (3) constructs jointly. These three (3) are discussed next.

1.4 Personality, Emotional Intelligence and Spiritual Intelligence

It has been mentioned in the introduction that three (3) constructs are the focus of the present study. These are Personality, Emotional Intelligence (EQ) and Spiritual Intelligence (SQ). The study focuses on these three (3) elements because very little is known about them in relation to each other and the role they jointly play in effective leadership. Thus far, literature has studied each of the constructs in-depth, yet mostly separately. Personality (Kornor, & Nordvik, 2004; Hogan & Kaiser, 2005; Colbert, Barrick, and Bradley, 2014; Rathee 2019), Emotional Intelligence (Mayer & Salovey, 1997; Goleman, 1998; Bar-On, 2006; Mills, 2009; Bar-On & Parker, 2000; Goleman, 2011; Stein & Book, 2011) and Spiritual Intelligence (Howard, Guramatunhu-Mudiwa & White, 2009; Malik & Tariq, 2016; Safara & Bhatia, 2013; Samul, 2020; Vaughan, 2002; Wigglesworth, 2011; Zohar, 1997; Zohar & Marshall 2000) have been studied deeply and continue to be studied.

In addition to the above, the development of the understanding of personality through the Five Factor model, has extensively articulated the strong correlation between leadership acumen and personality (Bartone, Eid, Johnsen, Laberg & Snook, 2009; Judge & Bono, 2002). In terms of Emotional Intelligence, literature has demonstrated that the latter plays a key role in determining leadership proficiency in the workplace (Alon & Higgins 2005; Cavallo, 2006; Stein & Book, 2011; Hernandez, Luthanen, Ramsel, & Satuke 2015). In fact, Goldman (2011) argues that the more senior a leader's position is in an organisation, the more Emotional Intelligence plays a

significant role in their success. In terms of Spiritual Intelligence, Pavez, Kendall and Laszlo (2021) argue that a leader's Spiritual Intelligence is critical. The latter is made up of a sense of purpose, the awareness of inter-connectedness between individuals, organisations, society, the natural environment as well as heightened consciousness.

In light of the discussions presented above, the present study sought to enrich the field of leadership knowledge by exploring the relationship between Personality, Emotional Intelligence and Spiritual Intelligence. It is the view of the researcher that the integrated conceptualisation of the three (3) constructs will give rise to more than just an effective leader. It is likely that leadership excellence will result from this integrated conceptualisation of the three (3) constructs.

1.5 Problem Statement and Justification for the Study

As was previously mentioned, there is limited evidence of studies that give an integrated conceptualisation of personality, EQ and SQ to leadership effectiveness and leadership excellence. It was also established that the present use of trait, behavioural and situational theories is less than optimal since these theories tend to be reductionist and simplistic. Therefore, the primary aim of the current study is to establish an integrated understanding of the combined roles of personality, EQ and SQ within the corporate leadership environment. Since the traditional theories are believed to be reductionistic and simplistic, it was also deemed necessary to establish a more complex theoretical framework for the present study. Psycho-neurophysiology is a framework specifically designed to make theoretical sense of personality, EQ and SQ. The framework was uniquely designed for the present study. It is made up of three independent yet interdependent disciplines, namely Psychology, Neurology and Physiology. The researcher's opinion is that understanding the three constructs through the Psycho-neurophysiology lens will make a unique contribution to the existing body of knowledge.

1.5.1 Aim and Objectives

The present research study intends to investigate the combined roles of Personality, Emotional and Spiritual Intelligence among leaders in corporate South Africa. The investigation will utilise a multi-disciplinary theoretical framework uniquely designed for the present study, namely Psycho-neurophysiology. In order to achieve the primary aim of the study, the following objectives have been formulated:

- To investigate the role of personality, emotional intelligence and spiritual intelligence in effectiveness and excellence of corporate sector leaders
- To explore the relationships between personality, emotional intelligence and spiritual intelligence as manifested from a Psycho-neurophysiology perspective
- To ascertain the subjective understanding of the role of personality, emotional intelligence and spiritual intelligence among South African leaders

1.6 Outline of the Study

The current chapter (**Chapter 1**) has served as a preamble to the research study. It has introduced the problem statement, the justification for the study as well as the aim and objectives formulated to bring the study about.

Chapter 2 unpacks the various constructs that make up the study. Personality, Emotional Intelligence and Spiritual Intelligence are discussed in more detail. The chapter also define leadership, leadership effectiveness and leadership excellence.

Chapter 3 consists of the theoretical framework that underpins the study. Psycho-neurophysiology is the multi-disciplinary framework of choice. It is made up of the three (3) independent but interdependent disciplines, namely Psychology, Neurology and Physiology.

Chapter 4 outlines the research methodology undertaken in the study. The essence of this chapter focuses on the research design and the sampling procedure used. The study utilised a sequential explanatory research design. The design involved conducting data collection over two (2) phases, namely a) a quantitative phase with psychological measurements and these were enriched by b) a qualitative phase made up of semi-structured interviews. Ethical considerations are also included in this chapter.

Chapters 5 and 6 focus on the quantitative and qualitative results respectively.

Chapter 7 is the final chapter of the study. It consists of the discussion and critical analysis of the preceding two (2) chapters. It also provides a consolidated conclusion, along with a discussion on the limitations of the study. Recommendations for future research are also included.

1.7 Conclusion

The current chapter indicated that there are imminent challenges faced by leaders in present day corporate South Africa. It was indicated that, for corporate leaders to address these challenges effectively, they need to embody a particular Personality, Emotional and Spiritual intelligence profile. While these three (3) constructs have been studied extensively in isolation of each other, little is known about the relationship between them and the role they collectively play in effective leadership. It is also not clear how the relationship among the constructs can improve and enable corporate leaders to deal with the articulated challenges. It is for this reason that the current study seeks to investigate the role of the three (3) constructs among corporate leaders in South Africa. It was further mentioned that a Psychoneurophysiology framework is used to understand the interplay between these constructs and their association with effective leadership. The three (3) constructs under investigation are discussed in detail in the next chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The present chapter conceptualises the understanding of leadership, its historical context, as well as the various schools of thought that underpin leadership theory. This chapter further unpacks three (3) constructs in relation to their role in leadership in corporate South Africa. These constructs are Personality, Emotional Intelligence and Spiritual Intelligence. These three (3) constructs are explored in the context of leadership approaches and styles. The chapter then outlines the imperative for leaders in the corporate environment, as informed by leadership effectiveness and leadership excellence. Two (2) leadership theories namely, Transformational Leadership and Steward Leadership, that bear particular relevance to leadership in the corporate sector, will also be looked at. Several leadership challenges are evident in the corporate environment. In this chapter, three (3) of these challenges are discussed, together with the reasons why those challenges are primary drivers for corporate leadership to appropriately position themselves with a particular personality, as well as emotional and spiritual intelligence. The final section of the chapter considers implications for the current study and concluding remarks.

2.2 Conceptualising leadership

There is general acknowledgement that there is a proliferation of leadership definitions but not much agreement on what the essence of leadership is (Booyesen, 2017; Harung, Travis, Blank & Heaton, 2009; Jackson, 2020; Nystedt, 1997; Sankar, 2003; Waggoner, 2010). Instead, different theorists tend to emphasise some elements of leadership at the expense of others. As a result of various areas of emphasis, decades of academic analysis have given rise to more than 350 definitions of leadership (Bolden, 2004; Bolden & Kirk, 2009), but there is no clear and unequivocal understanding of what distinguishes leaders from non-leaders. Therefore, although the discipline of leadership studies is seen as one of the most studied topics within the social sciences, it is still one of the least comprehensively developed (Caldwell et al. 2011).

For the purposes of the current study, leadership is understood as an interactive process that occurs between specific people, for a particular outcome, within a confined context (Bartlett, 2023; Bolden, 2004; Kanji, 2001; Norhouse,1997). This definition highlights four (4) important elements of leadership. These are the people, interactions, performance and finally, community context.

The term **People** refers to several groupings, namely those that are in positions of authority to oversee work and be accountable for the quality of that work (Bolden, 2004; Kanji, 2001). The second group is made up of those who have been entrusted with the execution and operational responsibility of work (Mehood, Jabeen, Iftikhar, Yan, Khan, AlNahyan, Alkindi, & Alhammadi, 2022). The latter is referred to as employees, while the former is referred to as leaders. The third group is made up of suppliers of various work materials, clients who pay for the outcome of work done and derive value from that work (Pavez, Kendall & Laszlo, 2021). Finally, the fourth group consists of those who may have invested in the organisation and have a vested interest in the performance of that organisation. This latter group tends to hold the organisation, particularly those in authority, accountable for performance. The latter group is referred to as shareholders (Pavez et al., 2021).

Interactions refer to the mandatory engagement between different role players, namely leaders, employees and different role players in order to monitor and evaluate operational delivery (Norhouse,1997). Interactions are designed for leaders to articulate their expectations and ensure that there is adequate resourcing for work to be done. Interactions are also designed for employees to account for their operational output. Thirdly, interactions play a role of leader accountability to shareholders (Pavez et al., 2021).

Performance is the actual execution of tasks and responsibilities that are required for the attainment of prescribed organisational goals, results, and impact (Kanji, 2001). Through interaction between leaders and employees, as well as between suppliers and the organisation, performance is monitored. Performance is further monitored between leaders and shareholders. In other words, it is the performance that is the object of focus for all interactions (Bartlett, 2023; Hogan, 2023).

Lastly, the **Community** is often referred to as the organisation within which the people interact and perform (Bolden, 2004; Kanji, 2001). The organisation serves as a boundary that demarcates those who belong within the community and are obligated to comply with expectations, versus those that are outside that community establishment (Bolden, 2004; Kanji, 2001). This community also includes those who engage with the organisation regularly but are not located within it. For example, clients, suppliers and shareholders all have an interest in the organisation. This grouping is referred to as stakeholders (Pavez, Kendall & Laszlo, 2021).

Beyond the above basic framing of the four (4) leadership elements, leadership can also be understood as a dynamic process instead of the constricted hierarchical nature of leader-employee relationship (Block, 2008; Mintzberg, 2009; Vroom & Jago, 2007). This dynamism implies that a leader is an enabler, driver, catalyst, and converter of prescribed inputs into outcomes. The leader purposefully establishes mechanisms, including mutually beneficial relationships with employees and external stakeholders, as well as processes that will facilitate the achievement of organisational goals (Caldwell, Dixon, Floyd, Chaudoin & Kanji 2001; Kouzes & Posner, 1995; Ngambi, 2011; Pavez, Kendall & Laszlo, 2021).

Given the elucidation of leadership above, it can be deduced that leadership is the custodianship of the various components that make up an organisation, including the quality of interactions with internal and external stakeholders. This custodianship bestows on him/her the authority to exercise discretion in corporate decisions that he/she makes. As will be unpacked in 2.4, the leader's personality, emotional intelligence and spiritual intelligence will serve as a critical part of his/her toolset in the execution of this custodianship. The researcher's choice of these three (3) constructs has been informed by various leadership approaches that have been developed through research over time. It is this historical context of leadership that is discussed next.

2.2.1 Historical Context of Leadership

The development of leadership theory spans from trait theory in the 1940s to situational theory in the 1980s (Dent, Higgins & Wharff, 2005; Kanji, 2001; Kouzes & Posner, 2003; Nystedt, 1997; Westley & Mintzberg, 1989). These leadership theories, which are representative of the Trait, Behavioural and Situational theories respectively, will be discussed in turn.

2.2.1.1 Traits Approaches

From the early 1900s to the end of the 1940s, the most prominent belief was that leaders possessed universal characteristics, also known as traits, that qualified them to be leaders (Colbert, Judge, Choi & Wan, 2012; Hassan, Asad & Hoshino, 2016; Nystedt, 1997). Therefore, during this period, most research was focused on the identification of those traits that are associated with great leadership. Some of these traits included extraversion, intellect and conscientiousness. Given the emphasis on extraversion, intellect and conscientiousness, it can be argued that the main focus of trait approaches has tended to be personality. This is because later theories on personality also build on the above-mentioned traits to illuminate personality types (see 2.3.1 below). The underlying assumption of the trait approaches was that there are certain individuals who have innate traits that make them leaders and distinguish them from non-leaders (Nystedt, 1997). The strength of these approaches could be based on the notion that they relied on extensive research that was eventually translated into theoretical appreciation (Zaccaro et al., 2004). In other words, the volume of research undertaken in this field was sufficiently valid and reliable to build credible theory.

One of the limitations of trait approaches however, was that they did not take into account the context within which leadership must be exercised. In this instance, a leader's trait was seen to be more significant than the context within which he/she was leading (Kanji, 2001; Nystedt, 1997). Though research in the trait field illuminated the fact that there is a significant relationship between traits and leadership, it became clear that the study of traits was not the only construct playing an important role in understanding leadership (Anandanatarajan, 2019; Bergner, 2020; Hassan, Asad & Hoshino, 2016). For the purposes of this study, the role of trait theory is still relevant

and significant, but it cannot be at the exclusion of a leader's other attributes, such as their behaviour and the context within which they need to lead. As a result, the Behavioural and Situational approaches will be discussed next.

2.2.1.2 Behavioural Approaches

Behavioural approaches on leadership emerged in the late 1940s and continued to the mid-1960s. The main objective of research on these approaches was on what leaders had done, rather than what their characteristics were (Ambler, 2017; Fernandez, 2008; Nystedt, 1997; Yukl, 2010). Two (2) leadership behavioural dimensions were then identified. These were firstly, behaviour directed towards task accomplishment and secondly, behaviour focused on interpersonal relations. According to Henkel, Marion and Bourdeau (2019), the two dimensions were developed into a theory called Contingency Theory in 1951, by Fred Fiedler. The theory states that a leader's efficacy is contingent on, or dependent on two (2) elements i.e. whether the leader is task-oriented or relationship-oriented. Leaders who are task-oriented tend to focus on details. They tend not to commence with an action plan until they are completely content that they have all the required information. Conversely, leaders who are relationship-oriented tend to focus on creating trust and respect, will listen to employees' needs and are comfortable with developing an action-plan when they have the followers' inputs (Geoghegan & Dulewicz, 2008). It has been asserted that a leader's success can be attributed to how these two (2) approaches are balanced and are exhibited (Law, 2015; Yukl, 2012). It has been argued that together, task focus and relationship focus form the core of what is now known as the leadership process (Bolden, 2004; Kanji, 2001; Norhouse,1997). Therefore, it can be concluded that behavioural approaches, as exemplified by this leadership process, best describe a leader's emotional intelligence. This is because emotional intelligence is about engendering mutually beneficial relationships in the workplace that enable the completion of tasks (See 2.3.2 below).

An advantage of behavioural approaches in corporate leadership is that they broadened the understanding of leadership to demonstrate how leaders could exemplify behaviour patterns that enhance interpersonal relationships in the workplace (Bolden, 2004; Kanji, 2001; Norhouse,1997). As was the case with the trait

approaches, the behavioural approaches also had their limitations in that they could not articulate any universal behavioural style to suit every leadership context and situation. This gap in trait and behaviour theory was then compensated for by establishing the third leadership school of thought, namely situational approaches (Francisco & Nuqui, 2020).

2.2.1.3 Situational Approaches

From the late 1960s to the 1980s, research was dominated by the view that leadership acumen depends on the interaction between leadership style and the situation at hand (Hersey & Blanchard, 1977; Kanji, 2001; Nystedt, 1997). The approaches born from this research asserted that different situations demand different leadership responses and therefore, there is no single leadership style that is ideal for all contexts (Francisco & Nuqui, 2020; Kanji, 2001; Nystedt, 1997). According to Bukman and Fitria (2020), situational leadership enables employees to form a subjective perception of the basic values that exist in the organisation in line with the values that leaders convey through their leadership style. Bukman et al. (2020)'s argument imply that a leader's response in a given situation requires conscious intention in various situations. For the purposes of the present study, such consciousness and intention inhabit the leader's spiritual intelligence. Spiritual intelligence will be unpacked further in 2.4.3 of this chapter. The advantage of situational approaches was that they were applicable to a broader context than the previous two (2) theories (Kanji, 2001; Nystedt, 1997). The disadvantage associated with the situational leadership theory is its failure to explain wholly why it is that some individuals with certain leadership styles are more effective in certain situations, than others (Kanji, 2001; Nystedt, 1997).

2.2.2 Implications for present day study of leadership

The various leadership schools of thought have deepened the understanding of leadership over time. However, one challenge associated with them is that they all have a limited and narrowly focused perspective on specific dimensions of leadership (Dent, Higgins & Wharff, 2005). Furthermore, given the challenges in present day leadership practice, the overemphasis on one leadership dimension at the expense of others, tends to dilute the impact that leadership could have in addressing national and global business challenges. For example, the emphasis on traits over behavioural

manifestations or situational context, can limit the understanding of how leadership needs to respond to a global digital transformation in the business world. Similarly, too much focus on the situational context at the expense of a leaders' unique traits and behaviour patterns can discredit the value of a leader's uniqueness as they navigate the post-Covid world of work.

Therefore, based on the above discussion, one of the gaps in literature is an integrated perspective that incorporates all three (3) approaches into one seamless understanding of leadership. The present study seeks to consolidate a holistic understanding of the role played by trait, also referred to as personality, behaviour as exemplified by a leader's emotional intelligence, as well as situational responses, as informed by the leaders' spiritual intelligence. It is the present researcher's view that the three (3) constructs of Personality, Emotional Intelligence (EQ) and Spiritual Intelligence (SQ) are collectively and simultaneously furthest needed in addressing present day leadership challenges. These constructs enhance how a leader exudes an optimum leadership profile in the corporate environment, takes the reins and facilitate the achievement of organisational goals.

Given the foregoing leadership theoretical landscape, it is imperative that leadership discourse in the corporate sector be poised as a holistic, multi-dimensional expression of specific traits, that produce particular behaviour patterns that are responsive to different corporate situations. This implies that the three (3) constructs in the present study must inhabit the corporate leader. These traits are Personality, Emotional Intelligence and Spiritual Intelligence. Each of the three (3) constructs deserve in-depth discussion.

2.3 The roles of Personality, EQ & SQ in Corporate leadership

The roles of the three (3) constructs highlighted earlier will be unpacked and discussed next. These are Personality and Emotional and Spiritual Intelligence, respectively.

2.3.1 Personality

Personality is described as dimensions of an individual's unique, relatively fixed and stable pattern of thoughts, emotions and behaviour over time (Kornor & Nordvik, 2004; Hogan & Kaiser, 2005; Colbert, Barrick & Bradley, 2014; Rathee, 2019). Though mostly stable, Meyer, Moore and Viljoen (2008) argue that an individual's personality can be a result of shifts in physical, psychological and spiritual characteristics. Such shifts are informed by an individual's interactions in a given context. A person's thoughts, emotions and behaviour also contribute to that person's decision about which situations motivate that particular individual and which situations they are likely to participate in (Kornor & Nordvik, 2004). It is for this reason that Rathee (2019) asserts the purpose for personality theories. Rathee (2019) argues that the aim of personality theories is to generate an understanding about what traits all humans have in common (human nature), what some have in common (the role of socialisation), and the uniqueness of each individual (the individual differences).

According to Hogan and Kaiser (2007), an individual's unique and relatively stable pattern of thought about him/herself is referred to as his/her identity. How others think about that individual is referred to as that person's reputation. Therefore, personality is made up of more than one's own perception about oneself and includes how one is viewed and thought of by others. From a corporate leadership impact point of view, reputation is critical. This is because a leader's reputation is likely to influence how employees and stakeholders buy in to that leader's vision for organisational growth. It is imperative that a leader's personality inspires employees and other stakeholders alike. Before considering the role of personality in leadership, its historical context warrants further unpacking.

2.3.1.1 Theories of personality

There are several theories of personality. These theories address whether personality is a biological construct or one that is developed and impacted through interaction with one's environment. However, since the trait approach plays a dominant role in leadership research, the present discussion focuses on the trait theory of personality. The trait theory centres around identifying, describing and measuring the specific characteristics that make up human personality. By understanding these, theorists believe that they can better comprehend differences

and similarities between individuals. Leading theorists in this perspective include Gordon Allport and Harold Odbert who founded the Five Factor Model in 1936.

2.3.1.2 Trait Perspective

The trait theory of personality encompasses various models. For the purpose of the present study, one model will be discussed, namely the Five Factor Model (FFM). It is also referred to as the Big Five model. In Hogan and Hogan (1997)'s research on personality, this model has been identified as a unifying framework in the study of personality generally, and in the workplace in particular. Bartone, Eid, Johnsen, Laberg and Snook (2009) also confirm this. Further, the FFM is one of the most widely used personality frameworks in the corporate environment (Hogan & Hogan, 1997).

The Big Five model is a result of research that began in 1936 with Gordon Allport and Harold Odbert. As a result of ongoing research in this field, in the early 1980s consensus was reached regarding the structure of so-called normal personality. Normal personality was then classified in a systematic way using the five (5) elements of the Five Factor Model (Cavaness, Picchioni & Fleshman, 2020; Goldberg, 1990; Judge & Bono, 2002; Hogan & Hogan, 2007; Cavazotte, Moreno & Hickmann, 2012). The Five Factor model was established as a personality classification that systematically combines a broad group of personality characteristics under five (5) traits. These traits are labelled as extraversion, agreeableness, conscientiousness, emotional stability (or neuroticism) and openness to experiences (or intellect).

According to Hogan et al. (2007), the Five Factor Model (FFM) reflects personality structure from the perspective of an observer. They note that it is as though an individual is going for a job interview. How he/she chooses to present him/herself at the interview is how he/she will be experienced by the observer – the interviewer. In this instance, Hogan et al. (2007) contend that personality is positioned as one's reputation. It can be argued therefore, that one's reputation as a corporate leader is significant. This is due to the fact that a leader's reputation frequently shapes opinions about how effective he/she is. In this regard, it can be argued that their personality is

a determinant of their reputation. The five (5) factors in the FFM are broken down as follows:

Extraversion refers to the extent to which individuals are sociable, talkative, energetic, adventurous, and assertive (Goldberg, 1992; McCrae & Costa, 1987). Extraverted individuals mostly seek exciting, stimulating events, usually in the form of social, gregarious experiences (Moss & Ngu, 2006). Given the explanation of extraversion, it follows that a leader who possesses this trait in some measure, is likely to be favourably positioned for leadership in the corporate environment. As argued in 2.2 above, engaging with stakeholders is one of the fundamental roles of a corporate leader.

Conscientiousness is the extent to which an individual is organised, thorough, responsible, disciplined, motivated and ambitious (Goldberg, 1992; McCrae & Costa, 1987). As a consequence, conscientiousness reflects the deference of immediate desires to ensure the fulfilment of future objectives (McCrae et al., 1987). Often such goals are impersonal and not socially oriented. According to Moss and Ngu (2006), conscientiousness is associated with integrity and the desire to comply with established principles. It is the ability to do what is right and not compromise one's values or integrity. Given this definition, it can be argued that a corporate leader that possesses this attribute is likely to see organisational obligations through to their logical end, despite their personal inconvenience.

Conscientiousness is also associated with courage to stay the course. It implies both being at the forefront of a crisis and not shying away from making decisions (Anandanatarajan, 2019; Barton, 2021; Cavaness, Picchioni & Fleshman 2020). This is particularly the case when leadership intends to drive large scale change. Barton (2021) suggests that from a leadership perspective, conscientiousness is the foundation upon which all the other essential leadership traits are built. Barton (2021)'s argument makes sense given that conscientiousness can be seen as an internal mental process that manifests in how the leader projects him/herself to stakeholders.

Openness to experiences reflects the degree to which individuals are curious, reflective, creative, imaginative, original, independent, unconventional and accepting of diversity (Goldberg, 1992). This trait is often ascribed to a need to experience variety and novelty. The said trait is further associated with the capacity to maintain a diverse variety of conflicting thoughts, feelings and impulses without minimising one's effectiveness. By contrast, individuals who have an aversion to new experiences tend to compartmentalise conflicting cognitive processes and even reject contradictory information (Anandanatarajan, 2019; Moss & Ngu, 2006). The result of this may be ineffective leadership. Therefore, it can be argued that being open to experiences enhances a corporate leader's functioning. This is because the corporate leadership role inherently deals with competing priorities and at times, with contradictory strategic positions. Barton (2021) suggests that Openness to experiences is associated with sound discretion and sound judgement — the ability to weigh different options, gather input from multiple sources and then make the appropriate decision about people, strategy, and other organisational issues. According to Barton (2021), many of the key decisions that leaders face are "right versus right" choices. This means that leaders need to make decisions in which more than one option has merit (Barton, 2021).

Emotional stability (Neuroticism) is the fourth FFM factor. It describes an individual's level of irritability, anxiousness, vulnerability, erratic, unstable and discontentment (Goldberg, 1992; McCrae & Costa, 1987). Emotional stability is often associated with an elevated sensitivity to stimuli that are perceived as adverse by the individual (Moss & Ngu, 2006). Given the description of this trait, it is evident that in order for a corporate leader to function optimally, he/she requires strong emotional stability, a direct contrast to sensitivity to stimuli. Barton (2021) refers to adequate emotional stability as that part of personality that enables the leader to stay calm and steadfast in challenging circumstances and still press on towards agreed upon organisational goals. It is interesting to note that Anandanatarajan (2019) refers to Emotional stability as 'groundedness' and resilience. Such 'groundedness' and resilience are brought about by overcoming various leadership crises in the leadership role (Anandanatarajan, 2019; Barton, 2021).

Agreeableness is the fifth and final factor in the FFM model. It refers to the extent to which individuals are compassionate, altruistic, cooperative, compliant, modest, forgiving and trusting (Goldberg, 1992). Agreeable individuals are not usually argumentative. Instead, they tend to evade environments that are characterised by conflict (Suls, Martin & David, 1998; Moss & Ngu, 2006). Given the description of this trait, it is likely to manifest in a laissez faire leadership approach, wherein work expectations and boundaries of what is acceptable and not, are not clearly defined. In fact, in a study conducted by Bergner (2020), he confirms a weak correlation between adequate leadership and Agreeableness. This weak correlation between leadership and Agreeableness has also been confirmed by other scholars (Judge et al., 2002; Li, Li, Feng, Wang, Zhang, Frese & Wu, 2021). Therefore, it is not ideal for a corporate leader to possess this trait in abundance.

The Five Factor model is summarised in Table 2.1 below.

Table 2.1 Five Factor Model

Big Five Model Construct	Definition	Behaviour Manifestation
I. Extraversion/ Surgency	The degree to which a person needs attention and social interaction	Talkative, assertive, active vs. Quiet, reserved, shy
II. Conscientiousness	The degree to which a person is willing to comply with conventional rules, norms and standards	Organised, thorough, precise vs Careless, disorderly, frivolous
III. Intellect/ Openness to Experience	The degree to which a person needs intellectual stimulation, change and variety	Wide interest, imaginative, intelligent vs Commonplace, narrow interest, simple
IV. Emotional Stability	The degree to which a person experiences the world as threatening and beyond his/her control	Stable, calm, consistent, contented vs Tense, anxious, nervous
V. Agreeableness	The degree to which a person needs pleasant and harmonious relations with others	Sympathetic, kind, friendly vs. Fault-finding, cold, unfriendly

Source: Adapted from Hogan and Hogan; 2007

As mentioned earlier (see 2.3.1.2), the Five Factor Model is a unifying framework in the study of personality generally, and in the workplace in particular (Bartone, Eid, Johnsen, Laberg & Snook 2009). The framework has been used as a lens through which assessment tools are designed and administered in the workplace. In the present study, the Hogan Personality Inventory (HPI) is the personality assessment of choice. It is based on the Five Factor model as will be unpacked in more detail in

Chapter 4. However, for the purposes of deepening understanding about personality, a brief overview of the HPI will be provided next.

Originally published in 1986 by Robert and Joyce Hogan, the HPI measures appropriate personality as discussed in 2.3.1.2. When it was first developed, the HPI measured personality in five (5) dimensions, namely Adjustment (Emotional Stability), Intellect (Openness to experience), Sociability (Extraversion), Likeability (Agreeableness), and Prudence (Conscientiousness). With much research and development, the tool now measures seven (7) dimensions as outlined in Table 2.2.

Table 2.2 Five Factor Model and the Hogan Personality Inventory (HPI)

Big Five Model Construct	HPI Construct Equivalent
I. Extraversion/ Surgency	Ambition Sociability
II. Conscientiousness	Prudence
III. Intellect/ Openness to Experience	Inquisitiveness Learning approach
IV. Emotional Stability	Adjustment
V. Agreeableness	Interpersonal Sensitivity

Source: Author's own interpretation

2.3.1.3 Personality and Leadership

As mentioned at the beginning of 2.3.1.2, the Five Factor model emerged as a unifying framework for understanding the complete domain of appropriate personality. Job performance generally, and leadership acumen in particular, have been adequately accounted for by the model (Bartone, Eid, Johnsen, Laberg & Snook, 2009; Judge & Bono, 2002). Specifically, the traits of Extroversion, Conscientiousness and Openness to experiences, have emerged as most consistently associated with leadership.

The foregoing discussion demonstrated that there is a significant relationship between personality and leadership acumen (Anandanatarajan, 2019; Bergner, 2020; Hassan, Asad & Hoshino 2016). Personality can further be enhanced by a leader's emotional

intelligence. For example, Extroversion and Conscientiousness can each be viewed as appropriate for most leadership contexts. However, a leader needs to apply discretion with regards to when different personality traits need to be accentuated or tapered. In this instance, emotional intelligence can serve the role of enhancing a leader's awareness of when certain traits are more appropriate or inappropriate. In turn, such awareness will enable effective interaction among stakeholders (Cavaness, Picchioni & Fleshman 2020). The construct of emotional intelligence is discussed next.

2.3.2 Emotional Intelligence

Emotional intelligence is defined as a set of personal and social skills that influence the way one recognises and manages emotions, perceives and expresses oneself, develops and maintains social relationships, copes with challenges, as well as the ability to use emotional information in an effective and meaningful way in social interactions (Mayer & Salovey, 1997; Goleman, 1998; Bar-On, 2006; Mills, 2009; Bar-On & Parker, 2000; Goleman, 2011; Stein & Book, 2011). Emotional intelligence can also be understood as the ability to use self-awareness and insight about oneself and others to support one's thinking process (Goleman, 2011). One's thinking process must be enhanced in order to produce desired outcomes in social interactions. Once again, as mentioned in 2.2, interactions are a key element in leadership. Pillay, Viviers and Mayer (2013) describe emotional intelligence as an awareness of one's own emotions, an awareness of emotions in others, an understanding of emotions, and the ability to manage one's own emotions and the emotions of others. Herbst, Maree, and Sibanda, (2006) emphasise that emotional intelligence is a reflection of one's common sense and ability to engage meaningfully in the world.

Emotional intelligence has been shown to play a key role in determining leadership acumen in the workplace (Alon & Higgins 2005; Cavallo, 2006; Stein & Book, 2011; Hernandez, Luthanen, Ramsel & Satuke 2015). In fact, Goldman (2011) argues that the more senior a leader's position is in an organisation, the more significant role their emotional intelligence plays in their success. Goldman (2011)'s argument has direct implications for corporate leaders in the South African context. The reason is because emotional intelligence enables leaders to handle interpersonal relationships appropriately in order to achieve organisational goals. Goldman (2011) further notes

that despite high conceptual ability, when an executive has poor emotional intelligence skills, this tends to have a negative impact on their high conceptual ability.

The significance of emotional intelligence in a corporate leader is best demonstrated in how they learn to and optimise in dealing with challenges in the workplace. Those challenges require intentional awareness of one's emotions and those of others in order to create an inclusive work environment for productivity (George, Okon & Akaighe, 2022). For example, when one considers the devastating effects of the Covid-19 pandemic on employees' personal and work lives, it becomes evident that a corporate leader will require adequate emotional intelligence to restore some level of cohesion in organisational and team functioning. As a result, an emotionally intelligent corporate leader will be sufficiently equipped to engage employees in line with their emotional state and facilitate a mental alignment toward organisational goals.

2.3.2.1 A brief History of Emotional Intelligence

According to Stein and Book (2011) as well as Ngirande and Timothy (2014), the phrase 'emotional intelligence' was first coined by John Mayer and Peter Salovey between 1989 and 1990. Though John Mayer and Peter Salovey coined the phrase 'emotional intelligence', it was Daniel Goleman who popularised the phrase in his seminal book in 1995. The book became a vehicle through which he introduced the topic into the business environment (Bar-On, 2006). Nonetheless, Mayer and Salovey went on to establish an ability-based emotional intelligence test called the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). This test measures specific mental abilities that are involved in emotions and the processing of emotional information (Palmer, Walls, Burgess & Stough 2001). According to Palmer et al. (2001) as well as Görgens-Ekermans and Roux (2021), the MSCEIT places emotional intelligence abilities in a hierarchical order. This hierarchy ranges from basic psychological processes – for example understanding one's emotions (Herbst et. al., 2006), to higher, more psychologically integrated processes – for example managing emotions in relation to self and others in the workplace (Herbst et al., 2006). In other words, the basic psychological process for a corporate leader will be the awareness of his/her own emotions as he/she and their organisation address the adverse effects of Covid-19. A higher more psychologically integrated process is the awareness that

internal and external stakeholders are at different stages of dealing with the advent of Covid-19 and its aftermath. For this reason, the corporate leader will be more aware of his/her need to be agile and contextual in how he/she deals with different stakeholders. Thus, the basic abilities are more about self-awareness, while higher integrated processing involves more social skills and consciousness of others.

The ability-based model of emotional intelligence alluded to above differs from mixed model approaches to emotional intelligence (Palmer, Jansen & Coetzee, 2006). The latter incorporates the underlying abilities of emotional intelligence to include social behaviours, traits and competencies. The mixed model approach is supported by Bar-On's research (1997; 2000; 2006), Cooper and Sawaf (2000) as well as Goleman (2001). It is the mixed model approach that will form part of the present study. This is because the mixed model approach creates a seamless alignment with the Five Factor Model of personality that was discussed in 2.3.1.2 (Anandanatarajan, 2019; Barton, 2021). For example, some of the constructs associated with the five (5) factors of personality in the FFM (i.e. emotional stability) can also be understood as stress tolerance in emotional intelligence. Therefore the use of the mixed model approach in conjunction with the FFM will allow for a seamless and comprehensive understanding of the role of personality and emotional intelligence in corporate leaders.

Since the establishment of the MSCEIT shortly after 1990, other assessment tools have been developed. One of the most recently updated and internationally recognised emotional intelligence assessments is the EQi2.0. It is based on the extensive research work of Bar-On (1997). Further research has led to the most recent EQi2.0 being published in April 2011 by Multi-Health Systems. South African norms of this assessment were released in January 2013. It is the South African normed EQi2.0 that are used in the present study. The reason for this is because of the already established correlations between EQ-i2.0 and leadership (Barling, Slater & Kelloway, 2000; Schlechter & Strauss, 2008), as well as the fact that its application in the South African corporate settings is extensive (Pillay, Viviers & Mayer, 2013). It makes sense therefore, to build new scientific knowledge on what has already been established as credible, valid and reliable.

2.3.2.2 Emotional Intelligence Domains

As mentioned in Section 2.3.2.1, Multi-Health Systems (2011) has published one of the most widely used emotional intelligence assessment tools called EQi2.0. The tool is an improved version of the Bar-On EQ-i. According to Multi-Health Systems (2011), there are five (5) domains of emotional intelligence. These are Self-perception, Self-expression, Interpersonal, Decision-making, and Stress Management. It is interesting to note that Goleman's (1998) emotional intelligence model also outlines five (5) emotional intelligence domains. However, all five (5) of Goleman's (1998) domains fall within two (2) domains of the EQi2.0, namely Self-perception (Goleman's Self-Regulation and Motivation) and Interpersonal (Goleman's Empathy, Social Awareness and Social Skills and Relationship Management). This suggests that the EQi2.0 is more comprehensive than Goleman's (1998) assessment tool. It is the EQi2.0's five (5) domain that is discussed next.

Self-perception is a domain concerned with three (3) attributes, namely emotional Self-awareness, Self-regard, and Self-actualisation. The three (3) attributes are about one's awareness of one's own feeling tones, one's negative triggers as well as one's sources of pleasant experiences (Stein & Book, 2011). It is also about being aware of how one's emotions impact the self, as well as others. Secondly, self-regard refers to an individual's perception of their own skills and abilities, self-development and areas of improvement (Stein & Book, 2011). To be purpose-driven and ambitious enough to be a better version of oneself, is a measure of an individual's Self-actualisation. Healthy levels of the Self-perception domain are best exemplified in steward leadership, which will be discussed in 2.4.2 later in this chapter.

Self-expression is defined as the ability to openly and congruently express one's thoughts and feelings, both verbally and non-verbally. According to Health Systems (2011), it is also about being courageous enough to share one's perspective, despite the majority of those around one being of a different persuasion. This state of being denotes an individual who is sufficiently assertive without being either submissive or offensive. Self-expression is the hallmark of being independent minded enough that one can solicit opinions and perspectives from as many stakeholders as required, but still be grounded enough to hold up one's own opinion. Wittmer and Hopkins (2022) assert that this domain is particularly essential in leading effectively during crisis

situations. A leader's self-expression is best exemplified by transformational leadership, which will be discussed in 2.4.1. It is imperative that the transformational leader is articulate about what vision he/she is driving and how he/she requires others to align with that particular vision. The fact that the transformational leader inspires others and solicits a shared emotional experience is testimony to his/her ability for adequate Self-expression (Health Systems, 2011).

Interpersonal is the third domain of the EQi2.0. This domain is about understanding and interacting with others in a manner that inspires trust and interdependence (Health Systems, 2011). The value of this domain is particularly evident in team and organisational contexts. Three (3) attributes make up this domain, namely Interpersonal Relationships, Empathy, and Social Responsibility (Stein & Book, 2011). Interpersonal Relationships refers to how one interacts with others and seeks to build mutually beneficial interactions for the attainment of goals. Empathy is about one's ability to become aware of and understand others' emotions in the workplace, as well as accurately perceive situations in order to respond appropriately. Social Responsibility is about one's concern for the wellbeing of the team or the organisation that one belongs to. The entire Interpersonal domain is about how well one consistently engages and works towards meaningful and mutually beneficial work relationships. As with Self-expression above, Wittmer and Hopkins (2022) assert that this domain is also essential in leading effectively during crisis situations.

The definition of leadership provided in 2.2 highlighted the significance of people, both those leading and those being led, and interactions between those people toward achieving stipulated goals within an organisational community. It makes sense therefore, that the Interpersonal domain of emotional intelligence will be a key driver in enabling corporate leadership to facilitate those interactions. The Interpersonal domain can also be seen as a golden thread in all three (3) of the constructs under investigation in this study. This is because there is unlikely to be any meaningful establishment of an ideal corporate leadership profile without the ability to interact with others.

Decision-making is the fourth domain of EQi2.0. It is the ability to use emotions in the most appropriate manner to make optimal choices in different situations, particularly those situations that are emotionally charged (Goleman & Boyatzis, 2008). In other words, the domain focuses on the mastery of arriving at conclusions without being derailed by the intensity of emotion or being impulsive (Goleman & Boyatzis, 2008). This domain also entails the ability to grasp problems and devise effective solutions, deal realistically with emotionally charged situations and manage impulses. Problem Solving, Reality Testing and Impulse Control are the three (3) subscales in this domain. It can be argued that in order for a corporate leader to give equal focus to interpersonal relationships and still be adequately task-orientated, then the leader would require mastery in Decision-making. This is because leadership is often characterised by the need to address complexity, ambiguity, and polarities of diverse contexts (Verwey, Teasdale, de Klerk & du Plessis, 2017). The above must be done by a leader without being paralysed, intimidated, or frustrated by that context. For this reason, strong decision-making acumen is an imperative for corporate leadership.

Stress management makes up the fifth and final domain of the EQi2.0. It is defined as the ability to be flexible and adaptable, to tolerate stress, possess high resilience levels, and the degree of optimism one can harbour (Hernandez, Luthanen, Ramsel, & Satuke, 2015). Part of this domain includes the ability to remain calm and focused, change direction or beliefs when presented with new, more credible evidence, and constructively withstand adverse events (Anandanatarajan, 2019; Barton, 2022). Flexibility, Stress Tolerance and Optimism are the three (3) attributes that make up this domain. Similar to Emotional Stability in the Five Factor model (see 2.4.1.2), Anandanatarajan (2019) speaks of stress management as a leader's ability to be grounded and stay connected to circumstances beyond the protected milieu that executive privilege sometimes provides. Stress management at leadership level becomes pivotal when one considers the strain it takes to navigate changing circumstances in the life of an organisation (Barton, 2022). Furthermore, the ever-increasing amount of volatility, uncertainty, complexity, and ambiguity tend to pose a constant challenge for adapting to the changing corporate environment and adopt new ways of leading according to multiple parameters (Bayraktar, 2021). This therefore calls for more agility, flexibility, and a requisite pace of response that is commensurate with the challenges at hand.

The explanation of the five (5) domains of emotional intelligence makes it plausible that if a corporate leader possesses these in appropriate measure, then he/she is likely to lead optimally. This is the result when a corporate leader is self-aware, purpose-driven and mindful of all stakeholder relationships within his/her sphere of influence, and he/she engages constructively and in a sustainable manner. Furthermore, adequate emotional intelligence allows the corporate leader to arrive at decisions in a manner that exemplifies steadfastness, and he/she manages stressful various organisational situations well. The purpose driven (Self-actualisation) aspect of a corporate leader also suggests that he/she is grounded in spiritual intelligence. The latter is illuminated next.

2.3.3 Spiritual Intelligence

Spiritual intelligence is concerned with the establishment of the meaning one attributes to one's life and social experiences around oneself (Booyesen; 2017; Howard, Guramatunhu-Mudiwa & White, 2009; Malik & Tariq, 2016; Safara & Bhatia, 2013; Samul, 2020; Vaughan, 2002; Wigglesworth, 2011; Zohar, 1997; Zohar & Marshall 2000). It also involves an individual's reflection on their inner life of the mind and the spirit, as well as how their inner life relates to being in the physical world (Booyesen, 2017; Howard, Guramatunhu-Mudiwa & White, 2009; Malik & Tariq, 2016; Safara & Bhatia, 2013; Samul, 2020; Vaughan, 2002; Wigglesworth, 2011; Zohar, 1997; Zohar & Marshall 2000). Furthermore, spiritual intelligence showcases the ability to maintain inner and outer peace, being mindful, perceive meaning in different situations, and act with wisdom and compassion towards self and others (Wigglesworth, 2011). Wigglesworth (2011) also notes that the leader can do this even under great stress. Zohar and Marshall (2000) argue that spiritual intelligence refers to more than conventional psychological development and is rooted in the human need for understanding the world and one's purpose in it. It is this deeper need to comprehend that Harung et al. (2009) refer to as 'the evolution of consciousness'. They argue that, if leaders are to function optimally and meet complex demands of their roles, then they must develop consciousness to the highest degree possible. The more heightened this consciousness is, the more spiritually intelligent a leader is. Therefore, spiritual intelligence implies multiple levels of awareness and therefore, multiple levels of consciousness.

The discussion presented above implies that there are three (3) critical attributes within the spiritual intelligence construct, namely interconnectedness, creation of meaning, and heightened consciousness. In the context of the present study, consciousness denotes a deep awareness of one's place in the material and social world (Newberg, 2016). Such consciousness can be represented on a spectrum of three (3) levels of intensity as outlined by Bucke (1905). These are: Simple Consciousness – this is the basic awareness of one's physical body and its general functioning; Self Consciousness – the second level of awareness wherein one is aware of being aware. In this sense one is aware that their being is inhabiting a physical body. The third level of consciousness is called Cosmic Consciousness – this is the awareness of the universe and its content, namely life and the order of material and non-material things. This third level of awareness encompasses Simple Consciousness as well as Self-Consciousness (Bucke, 1905).

The three (3) spiritual intelligence attributes of interconnectedness, creation of meaning and heightened consciousness are particularly significant for corporate leadership given the challenges leaders need to address. For example, in order for leaders to address the global trauma of Covid-19, it is beneficial for them to pause and reflect on what personal meaning they themselves ascribe to the life-changing event, then apply the interconnectedness of their personal experiences to those of their employees and those of other stakeholders. Healthy spiritual intelligence further puts the corporate leader in good stead to possess the various levels of consciousness that Bucke (1905) speaks of. It can further be argued that heightened consciousness will enable the corporate leader to respond meaningfully at local and global levels, when addressing the Covid-19 aftermath (Harung et al., 2009).

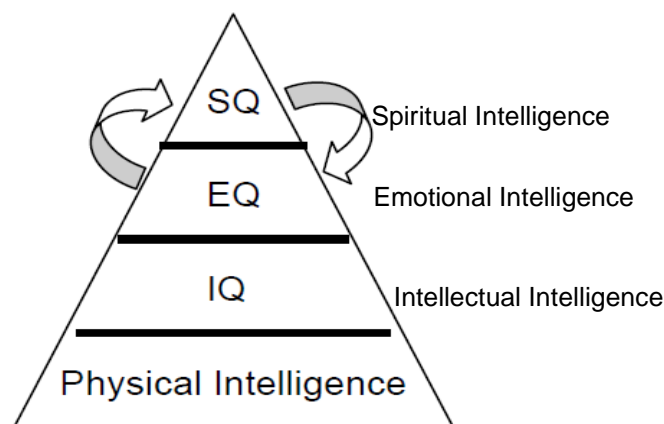
2.3.3.1 History of Spiritual Intelligence

The study of spiritual intelligence as a construct is still in its infancy. As a result, research parameters have not yet been fully concretised (Dent, Higgin & Wharff, 2005). Likewise, researchers have not yet proliferated academic investigation into this construct. It may take some time for spiritual intelligence researchers to establish consensus of the definition of this construct. Fairholm (1996, 1998) was one of the first

scholars to put the terms 'spiritual' and 'leadership' together to explain spirituality in the context of workplace leadership. Therefore, some inroads have been made in how spiritual intelligence manifests in the workplace and why it is significant for leadership. The present study aims to add further value to create a deeper appreciation of the construct of spiritual intelligence, particularly in relation to corporate leadership.

Wigglesworth (2011) asserts that spiritual intelligence is the highest level of human development. It is the apex of a human developmental process that begins with physical intelligence, and finally finds expression in spiritual intelligence. Figure 2.1 provides a graphic presentation of Wigglesworth (2011)'s assertion.

Figure 2.1 Human Intelligence Development



Source: Wigglesworth, 2011

According to Wigglesworth (2011), at the base of human development is mastery over controlling the physical body. This base is associated with childhood development Wigglesworth (2011). Following physical intelligence, one's linguistic and conceptual skills develop. Wigglesworth (2011) refers to it as intellectual intelligence, which is associated with the beginning of formal academic learning. Academic learning is the sphere of intellectual/ cognitive intelligence. Wigglesworth (2011)'s third and fourth levels of development are emotional and spiritual intelligence respectively. Both emotional and spiritual intelligence, she argues, become a focus later in one's life, as one begins to search for meaning and purpose of life. It appears that in order for individuals to reach their highest human development, they need to develop their

spiritual intelligence. The foundation of ideal corporate leadership will therefore include the development of spiritual intelligence.

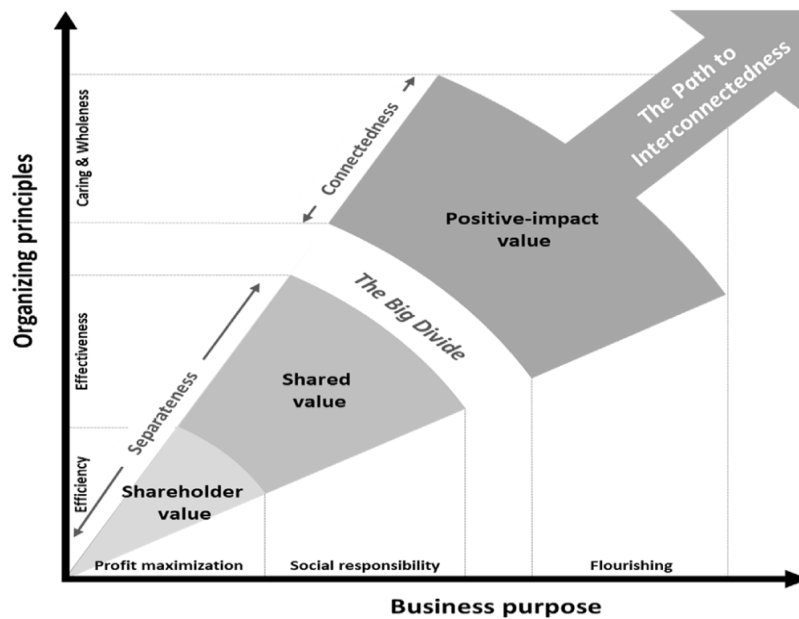
Emmons (2000a) also refers to spiritual intelligence as the highest form of human development. Emmons (2000a) further sees spiritual intelligence as the capacity to transcend the physical and material aspects of life to experience compounded states of consciousness. In a similar vein, Vaughan (2002) reasons that spiritual intelligence is about connecting the personal to the transpersonal and the self to the transcendental – a consciousness outside of the self and outside of the physical sensing of the world. According to Vaughan (2002), this consciousness outside of physical sensing comes about through different kinds of knowing. These are sensory – of the five (5) physical senses of human experiences, rational – cognitive process of making sense of physical observations, and contemplative – reflecting about a chosen context. The present study's theoretical framework (Chapter 3) will demonstrate what accounts for consciousness from a Psycho-neurophysiology perspective.

2.3.3.2 Spiritual Intelligence and Leadership

According to Pavez, Kendall and Laszlo (2021), at the centre of a leader's spiritual intelligence is the awareness (and consciousness) of interconnectedness between individuals, organisations, society, the natural environment as well as the transcendental. This awareness is graphically represented in Figure 2.1 below. Pavez et al. (2021) argue that this awareness is borne from accepting that businesses are embedded in much larger social, cultural, political, and ecological systems, where the role of companies is not only profit maximisation, but also contributing to creating a flourishing world. Given Pavez et al. (2021)'s perspective, it is evident that a leader's spiritual intelligence is best emulated in steward leadership, which will be discussed in 2.5.2 of this chapter. Steward leadership is based on a leader's spiritual intelligence, and it involves migration from a focus on profit maximisation, to acceptance of a responsibility to society at large, and to a commitment to the flourishing of both the company and society. This migration evolves from internal organisational efficiency to creating shared value for shareholders and other stakeholders within the company's ecology. The value chain is to the benefit of positive impact beyond a single generation. Please refer to Figure 2.2 for a graphic presentation of the relationship

between a leader’s spiritual intelligence as illustrated through the relationship between Organisational principles and Business purpose:

Figure 2.2 Organisational Principles and Business Purpose



Source: Pavez, Kendall & Laszlo, 2021

Beyond the focus on managing the relationship between Organisational Principles and Business Purpose, Howard et al. (2009) focus on how a leader creates meaning within his/her role. Howard et al. (2009) note that it is the interconnections between experiences, ideas, events, and other people, as well as how the self thinks about these, that eventually create meaning. They further argue that meaning is constructed through intuitively seeing interconnectedness between life-world experience and the inner spheres of the individual self. As mentioned earlier, this capacity for meaning-creation through interconnections is labelled by Emmons (1999) as a capacity for heightened consciousness and transcendence. Mackey and Sisodia (2022), in their book entitled *Conscious Capitalism*, also allude to the significance of leaders emulating interconnectedness in the line of duty. Mackey et al. (2022) articulate four (4) tenets that are central in this regard. These are: Higher purpose and core values; Stakeholder integration; Conscious leadership; and Conscious culture and management.

Heightened consciousness empowers the corporate leader to cope with and resolve life-world issues while demonstrating virtuous behaviour such as humility, compassion, gratitude, and wisdom (Bucke, 1905; Emmons, 1999; Wigglesworth, 2011). As a result of the above, Emmons (1999) describes spiritual intelligence as an ability to envision unrealised possibilities and transcend ordinary consciousness through applying basic thought processes, that create meaning for the individual.

A further benefit of a leader's spiritual intelligence is that they are more willing to use their personal values to make business decisions and transform organisations. This leadership modelling, in turn, instils values in the organisation that become the standard against which all organisational activities are measured (Cacioppe, 2000a). Organisations that are led in this manner, tend to be more profitable and perform better in terms of positive societal impact and shareholder value (Dent, Higgins & Wharff 2005).

As with emotional intelligence, spiritual intelligence can be developed and improved. Wigglesworth (2011) maintains that there is a positive correlation between spiritual and emotional intelligence. She notes that some basics of emotional intelligence are required to embark on a successful journey of spiritual growth. In turn, spiritual growth has a positive impact on one's emotional intelligence. The relationship between spiritual and emotional intelligence is also confirmed by other scholars in this field (Samul, 2000; Howard et. al., 2009; Malik & Tariq, 2016; Sultan, Khan & Kanwal, 2017). Very little, if any, research has correlated emotional and spiritual intelligence with personality. It is the objective of the present study to close this knowledge gap, thus contributing new scientific knowledge to leadership research.

2.3.3.3 Challenges with Spiritual intelligence

It has been mentioned that spiritual intelligence is still a developing field of study and it, therefore, has not yet developed a conclusive consensus on definition and measure (Dent, Higgins & Wharff 2005). However, this phenomenon is not unique to spiritual intelligence, rather it is part of the academic and evolutionary journey that any construct goes through towards being a fully recognised body of knowledge. This was also demonstrated in the evolution of leadership studies in 2.2, as well as the evolution of personality and emotional intelligence in 2.3.1 and 2.3.2 respectively.

Partly due to the infancy of spiritual intelligence research, some researchers have argued against the validity of the construct (Edwards, 2003; Gardner, 2000; Mayer, 2000). However, there is growing evidence of its role and relevance, particularly from a Psycho-neurophysiology perspective (Emmons, 1999; Harung, et al. 2009; Wigglesworth, 2011). In a review article by Amram (2022), correlation with neurological structures and genetic indicators strongly support the validity of spiritual intelligence as an intelligence. Chapter 3 of the present study will further unpack the Psycho-neurophysiology basis of spiritual intelligence. However, it can be mentioned briefly that findings in Psycho-neurophysiology have demonstrated the value and the role that spiritual intelligence plays in leadership (Persinger, 1996; Ramachandran, 1999; Cacioppo, Hawkley, Rickett & Masi, 2005). According to Singer and Gray (1995), there are neural processes in the brain that are devoted to making interconnections that unify rational, emotional, and spiritual experiences. Singer et al. (1995)'s assertion confirms that some parts of the brain are wired for cognitive processes that produce a meaning-making reflection. This therefore suggests that humans are already predisposed to thinking in spiritual terms.

In addition to highlighting the importance of personality, emotional and spiritual Intelligence in corporate leadership, the above discussion also indicated that for corporate leadership to remain relevant, they need to be multi-dimensional. Given the emphasis placed on issues such as trait, behaviour and situation (see 2.2), it can be argued that the combination of personality, emotional and spiritual intelligence provides a multi-dimensional expression of ideal corporate leadership. The latter can be presented in the form of effective leadership and leadership excellence as is demonstrated in the next discussion.

2.4 The relationship between Leadership Styles, Effective Leadership and Leadership Excellence

For the purposes of this study, it is argued that the combination of personality, emotional and spiritual intelligence finds appropriate expression in two (2) leadership styles, namely transformational and steward leadership. This is because transformational and steward leadership have best exhibited leadership styles to

demonstrate mindfulness of stakeholders, as well as mindfulness of impact beyond a leader's tenure.

The following discussion illustrates that these forms of leadership need to be integrated with each other to best encapsulate effective leadership and leadership excellence.

2.4.1 Transformational Leadership

Transformational leadership is a leadership approach wherein the leader identifies the need for change, creates a vision to guide that change and inspires employees to execute the change with selfless commitment (Avolio & Gardner, 2005; Barton, 2021; Bass & Riggio, 2006; Tirmizi, 2002; Northouse, 2012; Jackson, 2020). Furthermore, this approach challenges leaders to be creative in problem-solving and to develop the capacity of their employees through coaching and mentoring. In other words, transformational leaders challenge and support their employees. They provide an environment for personal and team growth (Bass & Bass, 2008; Northouse, 2012). Palmer, Jansen and Coetzee (2006) noted that this approach is about the leader's ability to motivate employees to achieve beyond what they originally thought possible for themselves. In addition, Kremer, Villamor and Aguinis (2019) believed that employee innovation is borne out of leaders creating a conducive environment for employees to explore and achieve operational results.

According to Pillay, Viviers, and Mayer (2013), transformational leaders create a shared emotional experience through sharing a compelling vision and driving the achievement thereof. Given that leaders can affect employee emotions by getting employees to feel positive about an outcome, then leaders can also affect employee performance (Crowley, 2022). It stands to reason that if a transformational leader is to have such an impact on employees, then this leader must have particular emotional intelligence attributes, specifically with regard to the interpersonal aspect. Furthermore, the transformational leader is likely to emulate particular personality traits. In this instance, Extraversion, Conscientiousness and Openness to Experiences are likely to be most evident, as articulated in 2.3.1. It is for this reason that transformational leadership is most evident through observing their behaviour and through the personality that they portray.

One area wherein transformational leadership could play an important role is through assisting the company with digital transformation (see 2.6.2). Wart, Roman, Wang and Liuone (2019) state that when digital transformation takes place in a company, leaders are faced with the need to adapt their engagement with staff as they move their organisations through the inevitable changes. Therefore, to be successful, the leader must be intentional about enabling employees to see the imperative of digital transformation (Wart et al., 2019). In terms of the leader's personality, specifically the extraversion part of his/her personality, it will portray the compelling vision of digital transformation in such a manner that employees are willing to travel the distance with this corporate leader. In addition, creating a shared emotional experience with employees about digital transformation implies that the leader is sufficiently aware of his/her own emotions (Self-awareness), and is able to adjust them in order to evoke a desired emotional experience from employees. In turn, this shared emotional experience is likely to have a positive effect on interpersonal relationships as the organisation works towards its digital transformation.

Given a transformational leader's persuasion to introduce change, transformational leaders are not often comfortable with the status quo, but rather experiment and take risks with new approaches to achieving organisational goals (Abu-Tineh, Khasawneh & Al-Omari, 2008; Bono & Judge, 2004). Risks may include adapting processes or restructuring parts of the organisation. These leaders tend to expect the same level of risk appetite from their employees. For this reason, leaders tend to encourage instead of punish experimenting. Given that transformational leaders are open to experimenting and failure as well as trial-and-error efforts among employees, learning new approaches to problem-solving is a life-long behaviour for them (Abu-Tineh et al., 2008). Modelling this behaviour to employees creates legitimacy for the leader (Tirmizi, 2002). It also evokes a particular response on the part of the employee which includes feelings of trust, admiration, loyalty and respect towards the leader (Tirmizi, 2002). As a result of this, employees tend to be motivated to do more than they themselves originally expected to do.

Four (4) distinct transformational leadership behaviours have been identified in the literature (Bono & Judge, 2004; Coetzee & Schaap, 2005; Abu-Tineh, Khasawneh & Al-Omari, 2008; Pillay, Viviers & Mayer, 2013; Görgens-Ekermans & Roux, 2021). It

is through these four (4) behaviours that the leader encourages and ensures that employees achieve the desired organisational performance.

The first set of behaviour is **Individualised Consideration**. In this instance, the leader views and treats employees as individuals by giving them personal attention. This in turn assists employees to rise to higher levels of personal commitment and achievement (Kuruppuarachchi, 2001; Bass & Avolio, 1992). The leader focuses on empowering others to grow within their areas of work occupation.

The second behaviour is **Intellectual Stimulation**. This involves the encouragement of critical thinking, creativity and engendering new perspectives of approaching tasks (Kuruppuarachchi, 2001). The leader also allows employees to take initiative in finding solutions in unique ways (Kremer et al., 2019). In this context, it can be said that the leader enables intellectual growth.

Inspirational Motivation is the third behaviour of a transformational leader. Leaders that display this type of behaviour inspire employees through goal setting, articulating a clear vision and role modelling (Kuruppuarachchi, 2001). Bass and Avolio (1992) noted that inspirational leaders elevate employees' sense of personal purpose and meaning. The overall effect is that employees internalise consistent self-improvement that turns into improved work routines. Inspirational motivation as a behaviour illuminates the leader's spiritual intelligence (see 2.3.3.2). The leader's personal purpose impacts employees to the level where they too take ownership for their own purpose, which would add value to the workplace.

The fourth and final transformational leader behaviour is **Idealised Influence**. In this instance the leader shows consistent respect for employees' contribution to business goals. The leader further builds employee confidence and self-reliance toward the achievement of organisational goals. This, in turn, creates a sense of enthusiasm in employees and allows them to work actively together towards achieving the agreed upon organisational goals (Bass & Avolio, 1992). In this case, the leader builds a culture of commitment rather than compliance within the organisation.

The four (4) transformational behaviours demonstrate a demeanour of a leader who is focused as much on the operational tasks as on the relationships with employees. The dual focus of the corporate leader, coupled with certain personality traits (such as extraversion, conscientiousness and openness to experiences), emotional intelligence and spiritual intelligence, create fertile ground for the leader to demonstrate effectiveness and excellence in his/her role.

The definition of transformational leadership implies that this leadership style is much needed in corporate leadership. However, what is stipulated in transformational leadership is also encapsulated in steward leadership. In fact, the latter goes even further and deeper in demonstrating a leader's lasting impact on employees and other stakeholders (Wilson, 2016). Steward leadership is also mindful of the long-term, multi-generational impact of the organisation's value. Therefore, despite the positive contribution that transformational leadership has made in leadership research, it does not adequately account for all aspects of leadership excellence. It can therefore be asserted that the limitations of transformational leadership are addressed by steward leadership.

2.4.2 Steward Leadership

Steward leadership is a form of leadership that is focused on the long-term management of organisational resources in pursuit of a higher purpose than financial profit (Caldwell, Hayes, Karri & Bernal, 2008; Karns, 2011; Hernandez, 2012; Waters, 2013; Till & Petrany, 2013; Wilson, 2016; Kamer, 2018). It is further focused on the sustainable well-being of all role players in the ecosystem of the organisation. As discussed in 2.2, "role players" include multiple stakeholders such as employees, suppliers, customers, shareholders, as well as the community within which the business is located (Karns, 2011). Steward leaders are driven, mostly, by a purpose bigger than themselves. According to Hernandez (2012), this leadership approach is based on contracted relationships that the leader establishes, within his/her sphere of operation. Hernandez (2012) refers to this contracted relationship as a covenant. The covenant denotes an unbreakable agreement, an obligation and commitment between the leader and the various stakeholders that the corporate leader is *in service to*. The steward leader, therefore, provides a service to stakeholders while not being served

by them (Hernandez, 2012). Karns (2011) further purports that the steward leader's service is about human flourishing, human wellbeing and long-term wealth creation, rather than a narrow focus on business financial growth. Karns (2011)'s notion is akin to the conceptualisation of spiritual intelligence in 2.3.3. This is because spiritual intelligence is about the leader's consciousness of interconnectedness of all spheres of the organisation's ecosystem.

The role of the steward leader is seen by Fairholm (1996) and Vilakati (2017) as that of being a trustee of organisational resources and acts in the interest of multiple stakeholders. The steward leader fulfils his/her role in-service-to, rather than in-control-of others. While a transformational leader will identify a need for change, a steward leader is likely to consider the need for change in the context of what higher purpose that change will serve and what changes have preceded him/her that he/she might build on. He/she ensures balance between introducing new changes while building on historical work already in existence (Vilakati, 2017). Steward leaders are equally aware that they must add qualitative value to their role, prior to eventually handing over to the next generation of leadership. The reason for this multi-generational perspective of leadership is because decisions made by organisational leaders often have lasting effects on future generations (Hernandez, 2007; Vilakati, 2017).

Research on steward leadership outlines three (3) key elements that make up the profile of a steward leader (Caldwell, Hayes, Karri & Bernal, 2008; Hernandez, 2012; Kamer, 2018; Rodin, 2010; Till & Petrany, 2013; Waters, 2013; Wilson, 2016). These are Self-awareness; Awareness of multiple stakeholders; and Perspective of time. As Wigglesworth (2011) argued, this awareness and consciousness is founded on the basics of spiritual intelligence development (see 2.3.3). Steward leadership is, therefore, a powerful embodiment of emotional and spiritual intelligence. Each of the three (3) elements are discussed next.

2.4.2.1 Self Awareness

Caldwell et al. (2008) note that steward leadership begins with the awareness of self and one's beliefs. These beliefs range from what one thinks about oneself to

what one believes about the existence of a higher power and the interconnectedness of different aspects of life (Caldwell et al., 2008). Given the levels of awareness inherent in steward leadership, it can be argued that steward leadership is founded on spiritual intelligence. This is because a key aspect of spiritual intelligence is the level of awareness and consciousness (see 2.3.3). Six (6) elements of self-awareness make up steward leadership.

Self-perception is the belief about the self. As discussed extensively in 2.3.2, this is fundamental to a leader's emotional intelligence and includes how he/she views his/her strengths and areas of development. It also pertains to his/her personal moral principles (Dent, Higgins & Wharff 2005). A steward leader reflects on his/her own alignment of values with those of the organisation.

Beliefs about others is the second element of self-awareness. It involves the leader's conceptualisations about the nature of people and the nature of organisations, as well as the organisation's relationship to the society within which it operates. Caldwell et al. (2008) implies that a steward leader has positive beliefs about those that they lead. It is those positive beliefs that enhance how he/she engages employees.

The third aspect of self-awareness is **belief about the nature of God**. It is the leader's awareness of a power greater than him/herself and greater than the collective of humanity (Rodin, 2013; Wilson 2016). The steward leader uses this awareness to derive a higher purpose and meaning for his/her role in the organisation. Caldwell et al. (2008) is careful to distinguish this awareness from religious belief systems. While religious beliefs are confined in dogma and prescribed rituals, awareness of the nature of God is much broader and is free from religious prescriptions. In this sense, belief about God is more than following religious rituals. It is rather about recognising the divine superior creator of all things. The One who is above religion of any form.

Beliefs about the past is the fourth element of self-awareness and relates to the idea that the leader's set of circumstances is impacted by his/her personal and family history, as well as previous roles and relationships. This is an awareness that the leader is a product of where he/she has been enables the steward leader to approach

his/her leadership role with reverence and to be a benevolent custodian of the resources entrusted to him/her (Vilakati, 2017).

Beliefs about the current organisational and societal reality make up the fifth element of the leader's awareness. Based on how the leader makes sense of experiences around him/her, he/she then counts the cost of how he/she will live out his/her leadership purpose. Once again, this reflective part of the leader aligns with their spiritual intelligence.

The sixth and final element of a steward leader's awareness is **beliefs about the future**. The view of the future includes beliefs about how the organisation needs to be postured. It also includes the nature of relationships with others, namely with stakeholders within the organisation (employees) and outside of the organisation (suppliers, customers, shareholders etc). Therefore, this can be understood as the basis for the steward leader's awareness and consciousness of his/her long-term impact on the organisation, beyond his/her tenure (Caldwell et al., 2008).

Beyond the six (6) elements of a steward leader's self-awareness are his/her awareness of multiple stakeholders, which are discussed next.

2.4.2.2 Awareness of multiple stakeholders

According to Hernandez (2012) and Waters (2013), genuine care for all stakeholders is an important hallmark of steward leadership. This is demonstrated in four (4) ways:

- Reciprocity – the gratitude for the give-and-take relationship that exists between customer and the organisation, employer and employee as well as shareholder and executives. This reciprocal relationship is established for the greater common good in the present, and for future sustainability;
- Responsibility – the integrity that comes with living up to the commitments the leader has made to the various stakeholders;

- Reporting – keeping all stakeholders informed of successes and setbacks ensures that the leader is accountable and enhances long-lasting and trustworthy relationships; and finally,
- Relationship nurturing – where connections are maintained for the sake of the mutually beneficial engagements.

According to Hernandez (2012), the awareness of multiple stakeholders yields relationship-centred collaboration between the leader and stakeholders. Such collaboration facilitates the achievement of common goals. Given the above, it can be concluded that the steward leader's multiple stakeholder awareness is enabled by his/her emotional and spiritual intelligence. This is because the two (2) constructs are drivers of interpersonal relationships and awareness/ consciousness of purpose in all that the leader does. The two (2) constructs also enable the leader's long-term perspective of the organisation, to which the discussion now turns.

2.4.2.3 Long term Perspective

Steward leaders are said to establish a positive cycle of intergenerational reciprocity by ensuring the wellbeing of future generations (Hernandez, 2007; Hernandez, 2008; Karns, 2011; Vilakati, 2017). Intergenerational reciprocity is about investing in the present state of the organisation, with the constant awareness that the beneficiaries of that investment will be future generations (Vilakati, 2017). The corporate leaders' decisions bear in mind the long-term consideration and longevity of organisational goals, as well as the impact on the welfare of stakeholders. For this reason, the steward leader constantly evaluates alternatives that must be considered, in order to ensure sustainability (Hernandez, 2007). In order to ensure sustainability, there must be a consideration for trade-off between current gains and sacrifices versus the potential for future benefits and burdens. Vilakati (2017) also argues that the steward leader is a custodian of the resources that must benefit multiple stakeholders. For this reason, such leaders act as vessels of the developmental interests of the society, "they utilise resources in a manner that honours the past, serves the present and protects the future" (Vilakati 2017, p154).

2.4.2.4 Implications of Steward leadership

The impact of steward leaders is that, given their awareness of self, of multiple stakeholders and of the future, they create an environment that is conducive for trust to be built (Torning & Bentzen, 2020). When employees see the leader's self-awareness, care for all stakeholders and preoccupation with a long-term view of sustainability, then employees transcend their own self-interests for the sake of organisational goals. According to Hernandez (2008; 2007), employees are then driven to take responsibility for their actions, and act in the interest of the organisation. Hernandez (2012) refers to this employee response as an enabler for psychological ownership. This means that employees then become invested in their own contribution towards the building of future value, in collaboration with their leadership and with others.

The above elucidation of steward leadership aligns with Walumba, Avolio and Aryee (2011)'s research on Ubuntu philosophy. They propose that in some regions of Africa, which include South Africa, Ubuntu is practiced as a humanistic approach to leadership with an emphasis on compassion, human dignity, building of relationships, and mutual respect. Mangaliso (2001) and Ncube (2010) also note that in Ubuntu philosophy, the focus on organisational goals is designed to benefit more than the immediate leader and immediate organisational profits. Magadlela (2023) also confirms this notion. The focus is also directed at benefitting the people in the environment within which the organisation is located. The alignment between steward leadership and Ubuntu philosophy implies that the Ubuntu philosophy is a significant part of steward leadership.

As a result of the extrapolation of steward leadership principles, it is apparent that part of a corporate leader's role must be to connect and to create connections between various people and between various processes. There must be a connection at various levels:

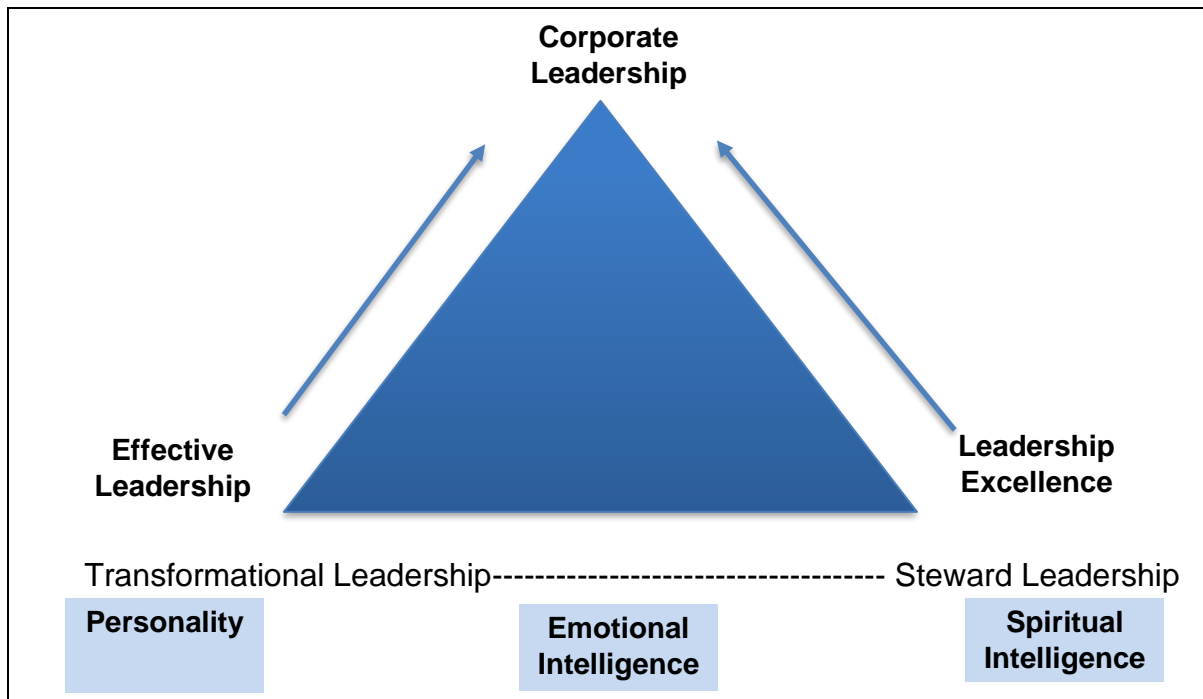
- A connection to the self;
- A connection to multiple stakeholders; and
- A connection to the purpose for which the corporate leader is leading.

Each of these levels of connection are concerned with spiritual intelligence, namely the corporate leader's awareness of interconnectedness of all elements within his/her sphere of influence. These levels of connection are further concerned with emotional intelligence, namely the corporate leader's awareness of self and others including internal and external stakeholders. Finally, the levels of connection are also concerned with personality, namely the corporate leader's traits of persuasiveness and how he/she carries the vision through. The combination of these three (3) constructs yields corporate leadership effectiveness and corporate leadership excellence.

2.5 Leadership Effectiveness, Leadership Excellence, and Corporate Leadership

In the present discussion it is made evident that the attributes of both leadership effectiveness and excellence are embedded in the integration of transformational and steward leadership, which in turn represent personality, emotional and spiritual intelligence. It can therefore, be argued that if corporate leadership in South Africa is to be credible and impactful, it needs to be an apex built on the foundation of leadership effectiveness and leadership excellence. It can further be argued that when attributes of leadership effectiveness and excellence are combined consistently over time and various contexts, then corporate leadership will gain credibility in the South African business environment. A graphic representation of the interrelationship between leadership effectiveness, leadership excellence and corporate leadership is provided in Figure 2.3 below.

Figure 2.3 Corporate Leadership as informed by Effective Leadership and Leadership Excellence



Source: Author's own interpretation

So far, effective leadership and leadership excellence have been described in terms of leadership styles and their relations to personality, emotional and spiritual intelligence. For the purposes of the present study, it is necessary to provide an in-depth consideration of Leadership Effectiveness and Leadership Excellence. These are unpacked in the next discussion.

2.5.1 Effective Leadership

Leadership effectiveness refers to the degree to which a leader's personality (see 2.3.1) and behaviour positively impact the achievement of organisational goals (Avolio & Reichard, 2008; Riggio, Chaleff & Lipman-Blumen, 2008). Beyond the leader's personality, behaviour and their ability to enable the achievement of goals, an effective leader is also defined by his/her ability to perceive, identify, understand, and successfully manage his/her emotions and the emotions of others (Goleman, 2011; Stein & Book, 2011). This is directly linked to their emotional intelligence acumen. In this sense, the leader harnesses and directs the power of emotion to build trust and improve employee engagement (Ringleb, Rock & Conser 2010). Therefore, it can be

concluded that effective leadership is about emulating an appropriate personality profile and a responsive emotional intelligence profile.

It is a leader's responsive emotional intelligence profile that enables that leader to have influence over organisational situations and events, including transforming employees' responses to higher levels of motivation and performance (Avolio & Reichard, 2008; Riggio, Chaleff, & Lipman-Blumen, 2008). In addition, a leader's effectiveness is concerned with discretion about his/her impact on an organisation's bottom line. The bottom line includes the profitability of the organisation, the quality of services rendered, the market share gained, or the win-lose record of the organisation's teams (Avolio & Reichard, 2008; Riggio, Chaleff, & Lipman-Blumen, 2008). It is the researcher's view that an effective leader's impact on the business is associated with their spiritual intelligence. This is because the latter is concerned with what purpose the leader fulfils within a given season and context of their organisation.

Kellerman (2004) argues that leadership effectiveness is about the achievement of agreed upon goals, within a stipulated timeframe, while utilising resources efficiently and mindfully. He further postulates that effective leaders largely emphasise shared power with employees and supportive networks (Kellerman, 2004). This means that effective leaders do not overvalue their positional power over mutually beneficial relationships. Instead, they surround themselves with people who have the courage to engage with them as equals, even on matters that there is no consensus on. In this regard, the effective leader exudes a clear interplay between his/her emotional as well as their spiritual intelligence.

Therefore, in the main, effective leadership is about having an appropriate personality demeanour in the face of the obligation to inspire others towards productivity. It is additionally, about balancing the focus of operational tasks while maintaining mutually beneficial work relationships. As mentioned earlier, effective leadership is one aspect of a leadership baseline that culminates into credible corporate leadership. Leadership excellence is the other aspect of the corporate leadership baseline. The latter is discussed next.

2.5.2 Leadership Excellence

Leadership excellence is about excelling and exceeding in the operational standard of effective leadership (Booyesen, 2017; Cook, 2012; Juzwishin & Bond, 2012; Taormina & Selvarajah, 2005; Verwey, Minnaar & Mooney, 2017). Excellence is understood as surpassing others in the accomplishment or achievement of given organisational goals (Taormina & Selvarajah, 2005). This means that in a given context, an excellent leader goes above and beyond the set standard and expectation of the organisation. An excellent leader is mindful of intra - and extra-organisational complexities compared to an effective leader. The latter tends to be more intra-organisationally focused. Some researchers assert that there is no single formula for leadership excellence and success, but rather each leader needs to craft his/her own response to the question of how to exceed the set operational standard in their sphere of influence (Cook, 2012; Verwey et al., 2017). Verwey et al. (2017) further argue that it is the leader's ability to move across different complex contexts quite rapidly and frequently without compromising positive impact, that makes him/her an excellent leader. Oscillating across various contexts implies that an excellent leader is aware of and responds appropriately to the global context of complexity, ambiguity, and polarities. An excellent leader has the ability to execute this without being paralysed, intimidated, or frustrated by that global complexity (Booyesen, 2017; Ernst & Yip, 2009; Mendenhall & Bird, 2013). While responding to global complexity, the excellent leader is equally attentive to local and internal organisational matters (Verwey et al., 2017).

Mendenhall and Bird (2013) assert that the levels of complexity that excellent leaders need to consider involve the interplay between four (4) variables. These are: Continuous stakeholder influences in diverse geographical areas; Interdependencies and connectedness of different units within and external to the organisation and with customers; Ambiguity in the convergence of multiple interdependencies; and finally, Constant flux of change that requires timely responses. According to Johnson and Veldsman (2017), this level of an excellent leader's constant and consistent response denotes his/her context fitness towards four (4) milieu, namely Vertical – across levels and authorities; Stakeholder – across external groups and interests; Horizontal – across functions and expertise; Demographic – across diverse groups and differences; as well as Geographic – across markets and distance. It is evident that an excellent

leader's consistent task focus and relationship focus will be underpinned by exemplary personality, responsive emotional and spiritual intelligence.

Huffington (2014) provides additional parameters within which leadership excellence can be conceptualised. He notes that in order to be an excellent leader, effective leaders must transcend the preoccupation with positional power (Huffington, 2014). They need to be intentional about wellbeing, acquired wisdom, a sense of wonder - also known as curiosity - and giving or dedicating the self to live out a stipulated purpose. It is interesting to observe that these four (4) parameters that Huffington (2014) speaks of, are also incapsulated in emotional and spiritual intelligence.

2.6 Corporate Leadership and Present-day Challenges

The current interconnected global environment requires corporate leadership that can engage with the rapid corporate changes and uncertainty, driven by the accelerated pace of technological advances and disruptions (Barton, 2021; Bayraktar, 2021; Cavaness, Picchioni & Fleshman, 2020). Literature alludes to the call for leaders to adapt their approaches to leading and be responsive to present day challenges (Barton, 2021; Bayraktar, 2021; Cavaness, Picchioni, and Fleshman 2020). This is because employees and other stakeholders require a more agile and more responsive leadership than prior to the manifestation of present-day challenges. In this section, three (3) global and national challenges are discussed. These challenges best illuminate the need for credible and impactful corporate leadership. While there might be a plethora of leadership challenges, the three (3) highlighted in this section seem most immediate and most pressing. It is these three (3) that have directly impacted the world of work in the wake of a global pandemic, thus impacting all stakeholders within the business ecosystem. The three (3) challenges are firstly, the Covid-19 pandemic; secondly, partly as a result the pandemic, the Fourth Industrial revolution which has been expedited; and thirdly, in response to the latter and the former challenges, the need for more deliberate efforts for inclusiveness for diverse teams and employees. The challenges have a direct impact of the corporate leaders' agility and responsiveness to the so called "new normal" at a national and global level (Barton, 2021; Bayraktar 2021; Cavaness, Picchioni & Fleshman 2020). Each of the three (3) challenges are discussed in turn.

2.6.1 Covid-19 Pandemic and Global Lockdown

The Covid-19 pandemic has had a direct impact on all areas of society, including how corporate leaders lead (Howe, Chauhan, Soderberg & Buckley, 2021; Kane, Nanda, Phillips & Copulsky, 2021; Vera, Samba, Kong & Maldonado, 2021). The pandemic resulted in large scale loss of life, compromised long term health and loss of livelihood (Howe, Chauhan, Soderberg & Buckley, 2021; Kane, Nanda, Phillips & Copulsky, 2021; Vera, Samba, Kong & Maldonado, 2021). Needless to say, this state of affairs has been traumatic for some and acutely stressful for others. The world of work has also been impacted directly. Among many workplace changes, having to work from home is one that requires significant professional adjustment. Working remotely has impacted different employees in different ways. Some adjusted well to remote working, while others struggled to establish healthy boundaries between worktime and family time (Vera, Samba, Kong, & Maldonado 2021).

Given the diverse level of adjustments at a personal and professional level, corporate leaders are challenged to become intentional about how they engage with these adjustments. While managing the disruption, corporate leaders need to create an atmosphere of organisational stability and ensure business continuity. In order to achieve a semblance of relative normality in the workplace, corporate leaders need to pause and reflect on their own purpose for the role they play in this changed world of work (Howe, Chauhan, Soderberg & Buckley, 2021). Therefore, it is the corporate leader's spiritual intelligence, specifically his/her meaning-making mechanism that will serve as a cornerstone for steering their organisation towards sustainability. Beyond heightened spiritual intelligence, corporate leaders need to be acutely aware of how Covid-19 and subsequent lockdown have impacted employees and stakeholders alike. This will require emotional intelligence, namely keen awareness of and empathy for stakeholder devastation. Without such awareness it is unlikely that a corporate leader will adequately re-build mutually beneficial relationships and motivate employees to re-commit to organisational goals.

Given the aftermath of the Covid-19 pandemic and lockdown, it could be argued that the onslaught expedited the onset of digital transformation (Kane, Nanda, Phillips & Copulsky, 2021). Kane et al. (2021) argue that because of Covid-19, the conduct of business has changed irreversibly. The widespread Covid-19 disruption necessitates corporate leaders to re-posture how their businesses can capitalise on the use of

technology for tasks that have been done manually before, all while they continue to ensure employee engagement.

2.6.2 Digital transformation

Digital transformation is the process of using technological advancements to re-engineer how one engages with his/her corporate environment (Lee, 2020; Lee & Armstrong, 2022). The re-engineering of processes allows business entities to create efficiencies and operational optimisation in order to remain relevant and sustainable. According to Mitrovic, Milisavljevic, Cosic, Lekovic, Grubic-Nesic, and Ivanisevic (2011), the business world is in the process of very rapid and numerous changes including swift growth of electronic commerce. This results in technological novelties becoming rapidly obsolete. Though digital transformation is primarily driven by business continuity, it is the employees within those businesses that get affected by the unintended consequences of digitisation (Van Wart, Roman, Wang & Cheol Liu, 2019). Digital transformation may lead to some employee roles being redundant while other employees' roles may need to be re-purposed. The changes that come with digital transformation call for corporate leaders to be attuned to employee anxieties about the changes, while firmly keeping their focus on digital operational outcomes. Furthermore, while corporate leaders strive to ensure that clients are serviced, they also need to be disrupting their own processes in order to introduce new digital transformation innovation (Van Wart, Roman, Wang & Cheol Liu, 2019). The tension between stability and innovation is meant to ensure long term relevance for the business (Van Wart, Roman, Wang & Cheol Liu 2019). For that reason, corporate leaders' emotional intelligence, specifically interpersonal relations, decision-making and stress management will be brought into sharp focus. Beyond emotional intelligence acumen, corporate leaders who are driving the digital transformation agenda effectively need to embody particular personality traits such as Extraversion, Conscientiousness and Openness to experiences. It is these traits that engender inspiration and engagement. Once again Extraversion, Conscientiousness and Openness to Experiences are three (3) of the five (5) personality traits discussed in 2.3.2 that seem most appropriate for digital transformation.

Given that post Covid-19 digital transformation is firmly in progress, and co-exists with many employees working remotely, Kniffin (2021) points out that leaders must embark

on a cost-benefit analysis of remote working. A sense of employee isolation, and lack of inclusivity are some of the costs of remote working. The latter is the third challenge faced by present day corporate leaders.

2.6.3 Inclusivity in an increasingly virtual world

Working remotely as a result of Covid-19 and digital transformation has yielded visible benefits for many companies (Lutchman, Mahlangu & Lentsoane, 2020). One of these include saving commute time which resulted in employees saving on travel time and being able to focus more on their work (Kane et al., (2021). The minimisation of physical and mental strain as a result of daily commute, is another benefit. The ability to spend more time with family is a third benefit. However, the benefits of working remotely, also brought about some challenges. Kniffin (2021) notes that these challenges exist with regards to innovation and knowledge sharing among team members. Innovation and information sharing within a team rely on team cohesion, and employees not feeling isolated but included in the life of the team. In other words, the extent to which employees and teams experience inclusion in the life of the organisation, they tend to experience psychological safety.

Psychological safety refers to employees, at individual and team levels, feeling comfortable to share their views and taking risks to be innovative, without the fear of negative consequences (Carmeli, Reiter-Palmon & Ziv, 2010; Frazier, Fainshmidt, Klinger, Perzeshkan & Vracheva, 2016; Newman, Donohue & Eva, 2017). Therefore, the challenge for corporate leaders to create an inclusive work environment became even more heightened when employees were not regularly in the same physical space. As a result of being apart, employees were not always certain of how included they are in the trajectory of the company. Lutchman, Mahlangu and Lentsoane (2020) have highlighted this finding in their article. Psychological safety for individuals and teams in the virtual workplace seems to have been compromised. The present researcher's view is that it is imperative for corporate leaders to espouse a particular personality and emotional intelligence profile in order to drive employee inclusivity. For the reasons extrapolated earlier in this discussion, in a digitally transforming world, inclusivity has become that much more challenging for leaders to maintain consistently.

In the wake of the pandemic and the inevitable digital transformation, Reyes, Luna, and Salas (2021) assert that the possibility of misunderstanding increases in a virtual corporate setting as compared to a face-to-face setting. They say this can also impact psychological safety. The foregoing context illuminates the need for corporate leaders to improve their balance between task-focus and relationship-focus. The benefit thereof will be psychological safety for employees. Given that corporate leaders themselves are adjusting to the new normal, it is likely that they are not consistently ensuring inclusivity in this virtual world of work. However, their emotional intelligence, specifically self-awareness, is likely mitigated against their less than optimal effort of ensuring inclusivity.

When one considers the three (3) challenges discussed above, it is clear that without a personality that includes Extraversion, Conscientiousness and Openness to experiences, a leader will be unable to be steadfast in his/her role. Furthermore, adequate emotional intelligence, in particular self-awareness, self-expression and interpersonal relations, are needed for the corporate leader to appropriately address the aftermath of the Covid-19 pandemic among all stakeholders. Leading through these challenges will take spiritual intelligence, particularly in terms of the meaning corporate leaders attribute to the challenges and to their own role. Purpose is another critical spiritual intelligence element that a corporate leader will require for their role.

2.7 Conclusion

This chapter has shown that the field of leadership study has proliferated over the years, yet minimal consensus has been reached on its definitive parameters. It was demonstrated that the gaps identified in leadership theory create an opportunity for investigating the role of three (3) constructs in corporate leadership in South Africa. These are personality, emotional intelligence and spiritual intelligence. In order to adequately investigate the three (3) constructs, theories on leadership trait, behaviour and situational leadership have been consolidated into one multi-dimensional leadership style. It became evident that, in order to understand the roles of personality, emotional and spiritual intelligence in corporate leadership, the continuum between transformational leadership and steward leadership needs to be considered. This continuum is a foundational basis upon which effective leadership and leadership excellence are embedded. It is important to also consider that the study is taking place during a time when corporate leadership is challenged to come to terms with several

challenges that require them to be optimum. The aftermath of the Covid-19 pandemic, digital transformation and the need to create an inclusive work environment are all challenges that need to be addressed simultaneously.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Introduction

This chapter focuses on the theoretical framework used in the present study. The theoretical framework of choice is Psycho-neurophysiology. The framework has been developed specifically for this study. The reason for this is that this particular framework provides a multi-disciplinary understanding of corporate leadership. The said framework is made up of three (3) independent, but interconnected disciplines, namely Psychology, Neurology and Physiology. Each of the disciplines are unpacked. The chapter also demonstrates how they interact with each other to adequately frame what corporate leadership can be. In turn, this multi-disciplinary understanding allows for deeper appreciation of constructs under investigation, namely personality, emotional intelligence and spiritual intelligence.

3.2 Conceptualising Psycho-neurophysiology

As mentioned in 3.1, Psycho-neurophysiology is a framework specifically designed for the purposes of making theoretical sense of leadership within the corporate environment in this study. In turn, this theoretical sense will become the study's unique contribution to leadership's body of knowledge. This is because very few, if any, leadership studies have an integrated conceptualisation that includes psychology, neurology and physiology.

3.2.1 Psychology

Psychology is an academic discipline that studies human behaviour as influenced by individual and societal events (Blankaart, 2009; Brink, 2008; Fernald, 2008; Hockenbury & Hockenbury, 2010). The uniqueness of psychology is most prominent in its focus on conscious and unconscious phenomena that influence behaviour. These include feelings and thoughts. The primary goal of psychology is to study human subjective experiences and perceptions in the context of social interactions. Matters of cognition, attention, emotion, personality and subjective meaning attributed to relationships and events all form part of the discipline (Green, 1997).

According to Schwarz and Pfister (2016) as well as Henley (2019), the development of psychology spans from the 1600s all the way to the development of laboratories specifically designed to establish credible, reliable and valid theories on human behaviour and human interactions in the late 1800s. Wilhelm Wundt is known as the father of experimental psychology and the founder of the first psychology laboratory in 1879 (Brennan & Houde, 2022; Kusch 1995; 2023). In the early stages of the discipline's development, physiologists and researchers from various geographic regions began their own exploration of the psychology phenomenon. However, it was William James (1890) who defined psychology as the science of mental life. He explored the science of psychology as a phenomenon as well as conditions associated with this phenomenon. James (1890)'s work expedited psychology research in a focused way (Mandler, 2007). From Asia across to Europe and the Americas, various thought leaders articulated their own diverse conceptualisations of psychology (Thomas, 2001). However, it is likely that it was the formation of the American Psychological Association in 1892 that created a more coherent and growing formation of psychology communities globally (Farberow & Eiduson, 1971).

The main schools of thought within the discipline of psychology include Biology, Behaviour, Cognitive, Psychoanalytic, Existential-humanist and Social (Mandler, 2007; Wertheimer & Puente, 2020). Each of these disciplines have established their own assumptions and principles about human psychology. The present study, and specifically the present chapter, is grounded in the discipline of Social Psychology. Social Psychology is said to have emerged in the late 19th century and is primarily concerned with how human behaviour, feelings and thoughts, as well as social environment influence human interactions (Gergen, 1973; Sewell, 1989; Tausig & Fenwick, 2011;). Further, Social Psychology is about how human behaviour is a result of the relationship between one's mental state and one's social situation. The focus of Social Psychology includes influence of others on an individual's behaviour (e.g. conformity, persuasion) and the formation of beliefs and attitudes about others. Within this study discipline, the study of group dynamics includes researching the nature of leadership, organisational communication and related phenomena (Kassin, Saul, Steven Fein & Hazel, 2017). The nature of leadership in particular has been discussed extensively in Chapter 2.

While psychology is one pillar of this study's theoretical framework, it is complemented by Neurology and Physiology. It is these two (2) disciplines that are discussed next.

3.2.2 Neurology

According to the Accreditation Council for Medical Education – ACME (2016), neurology is a division of medicine that studies the structure, function, and diseases of the nervous system. Neurology deals with the understanding, diagnosis and treatment of conditions involving the brain, the spinal cord and the peripheral nervous systems (Sass, Khani, Romm, Daners, McCain, Freeman, Carter, Weeks, Petersen, Aldred, Wingett & Martin, 2020). This academic discipline was founded between the 15th and 16th centuries with the work and associated research conducted by neurologists such as Thomas Willis (Sass, et al., 2020). Thomas Willis is said to have created the term “neurology” in 1664 (Sass, et al., 2020). He proceeded to write a textbook entitled “Cerebral Anatomy”, which described the different structures and functions of the brain. Although the profession of neurology originated over 350 years ago, it is known for its rapid advancements in the last 50 years (Janssen 2021; Sass, 2019). Over the years neurology has evolved to become a key component of neuroscience (Jack, Rochford, Friedman, Passarelli & Boyatzis 2019; Murray & Antonakis, 2018). Neuroscience is the study of the relationship between biological mechanisms and interactions in the brain, that produce cognitive processes, together with corresponding individual social behaviour (Aiken, 2019; Apperly, 2008; Becker & Cropanzano, 2010; Butler, Lee & Senior, 2017; Lieberman, 2007; Murray & Antonakis, 2018; Wang, 2018).

Neurology's most recognisable contribution to neuroscience has been the range of assessment tools and techniques that have been developed and validated through the years (Jack, Rochford, Friedman, Passarelli & Boyatzis 2019; Murray & Antonakis, 2018). Many of these tools have facilitated a deeper understanding of the interconnectedness of the brain and behaviour. In turn, this interconnectedness has facilitated a deeper understanding about why some leadership practices are more effective than others (Lee, Senior & Butler, 2012). For example, Zwaan, Viljoen and Aiken (2019) point out that the human brain has been proven to support leaders to synchronise their cognition with their behaviour. Balthazard, Waldman, Thatcher and

Hannah (2012) noted that this synchronisation will likely lead to leadership effectiveness. Zwaan et al. (2019) further found that, from a neuroscientific viewpoint, four (4) dimensions appeared to play a significant role in leadership, namely: emotional regulation; collaboration with others; facilitating change; and finally decision-making and problem-solving. It is interesting to note that these four (4) dimensions have been shown to be part of emotional intelligence, a critical part of corporate leadership success (see 2.3.2).

For the purpose of this study, three (3) primary functions of the brain are identified that are significant in corporate leadership. These are: Holistic function; Perceive causality; and Enquiring. Each of these functions seem to contribute to a leader's impact in the workplace. These primary functions of the brain are discussed next.

Holistic Function: The brain operates as a result of complex interconnections among different areas (Sayadmansour, 2014). As a result of the interconnections, each structure and function contribute to the holistic functioning of the brain. The right hemisphere is said to have the ability to perceive holistic concepts such that an individual perceives and understands wholeness in a stimulus, rather than particular details of that stimulus (Rakhmat, 2011; Vermeulen, 2018). For example, one might understand holistically that the cells and organs comprise the whole human body, and that they work systematically to produce various functions (Sayadmansour, 2014). In the context of corporate leadership, the holistic function of a leader's brain is essential for them to see the organisation as an integrated whole, instead of as various departments that perform different functions. When observing the organisation holistically, the corporate leader is better positioned to make integrated decisions that benefit the entire organisation.

Perceive Causality: Sayadmansour (2014) argues that the brain has capacity to perceive that the trigger of one stimulus can result in a particular outcome. This is referred to as cause-and-effect processing of the brain (Sayadmansour, 2014). For example, when a corporate leader understands that steward leadership (cause) enables employees to perform their tasks best (effect), then the corporate leader is said to perceive causality of his/her leadership approach. It can be deduced that, when

a corporate leader perceives causality, then he/she is likely to behave in a manner that causes favourable effects for organisational functioning.

Enquiry: Seybold, (2005) purports that the human brain is poised to ask questions and to seek resolutions to those questions. This mechanism of enquiry in humans appears to be an innate drive to find meaning, purpose and order within day-to-day living (Seybold, 2005). In the corporate leadership context, enquiry is critical as it enables the leader to establish, among others, purpose and meaning for their own role, as well as purpose and meaning for how the organisation can add value to multiple stakeholders. In turn, such enquiry assists the corporate leader to make decisions that enhance organisational optimisation. In line with steward leadership principles, it can be said the a corporate leader's neurology enquiry mechanism, facilitates his/her leadership excellence.

Neurology and psychology are two (2) pillars of the framework that are complemented by physiology. The discussion now turns to physiology in the following segment.

3.2.3 Physiology

Physiology is the branch of biology relating to the function of organs and organ systems, and how they work within the body to respond to environmental effects. (Guyton & Hall, 2011; Ladd, 1991; Widmaier, Raff & Strang, 2016). The study of physiology ranges from observations of a single cell to the investigation of the functioning of individual organs, including how the whole-organism functions to influence behaviour. Physiology also involves the study of the brain as an organ, and its impact on behaviour. According to Guyton et al. (2011), changes in physiology can impact the mental functions of individuals. For example, Etienne van der Walt of Neurozone (2020) asserts that, if a corporate leader lacks sufficient sleep, or does not eat healthily for extended periods of time, then the leader is likely to compromise optimum levels of functioning in his/her leadership role, part of which includes organisational decision- making (a mental function).

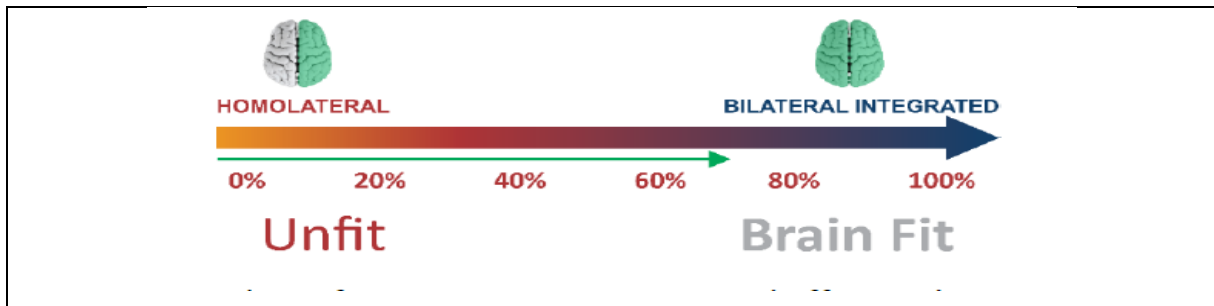
For the purposes of the present study, physiology is confined to Vermeulen (2018)'s framework. This framework was chosen because it practically demonstrates the relationship between physiology and optimum performance of a corporate leader. Vermeulen (2018)'s framework is made up of six (6) physiological drivers that facilitate optimum functioning generally and optimum functioning of a corporate leader specifically. The six (6) drivers are brain fitness, stress management, quality of sleep, level of exercise, mindset (or attitude) and nutrition. These six (6) drivers were identified by Dr Andre Vermeulen, CEO of Neuro-Link, in 2018 after extensive research on factors affecting brain-based performance in the workplace. Vermeulen (2018)'s findings were further confirmed by van der Walt (2020)'s research. In fact, Vermeulen (2018) argues that, in order to optimise one's functioning, it is essential to know how these physiological drivers interact with each other to impact a leader's functioning. Though these physiological drivers function independent of each other, they have an impact on each other. Each of the six (6) primary drivers are discussed next.

3.2.3.1 Brain fitness

Brain fitness can be defined as the ability of the brain to learn what the individual needs to know in order to survive in a changing environment (Le Poncin-Lafitte & Levine, 1990). Brain fitness also refers to the capacity to utilise the functions of both brain hemispheres in an integrated manner, such that one responds to social situations in a holistic and contextually appropriate manner (Vermeulen, 2018). A lack of brain fitness results in individuals alternating their brain usage between the right and the left hemispheres. The left hemisphere is primarily responsible for logical, analytical language and processing of information in a sequential manner (Elias, 2022; Walsh, 1987). By contrast, the right hemisphere is primarily responsible for processing information in a holistic manner, is creative and is known for its visual-motor and visual-spatial roles (Walsh, 1987). For example, based on Figure 3.1 below, if a corporate leader is more homolateral (relying mostly on one hemisphere) than bilateral (utilising both hemispheres), when introducing change in an organisation, then he/she is likely to only benefit from the functions of one (1) hemisphere while engaging various stakeholders. Such homolateral engagement could deprive the corporate leader from perceiving the environment and stakeholders in a manner that facilitates change. By contrast, if he/she becomes intentional about being brain fit, he/she is likely to be

holistic in his/her understanding of detail as much as strategic impact of change on various stakeholders. In this latter sense, the corporate leader is likely to address resistance to change in a more appropriate and sustainable manner.

Figure 3.1 Continuum of brain fitness - from unfit to brain fit



Source: Vermeulen, 2018

3.2.3.2 Stress management

Stress as a subject of research has been studied extensively (Baqtayan, 2015; Faizan & Haque, 2019; Hargrove, Hargrove & Becker, 2016; Kupriyanov & Zhdanov, 2014; Pranjic et al., 2012). For the purpose of this study, stress is defined as resulting from an imbalance between social demands on an individual and the individual's resources for addressing those social demands (Kröll, Doebler & Nüesch 2017; Lazarus & Folkman, 1984; Vermeulen, 2018). In other words, stress occurs when an individual's perceived pressure exceeds their perceived capacity to cope with that pressure in a given situation. Furthermore, stress is said to occur when one reacts physiologically to a challenge or demand that is occurring. This means that the body releases the stress hormone called cortisol in order to activate the body's mechanism of fighting off or fleeing the source of stress (Ahmed, Hershberger & Lemkau, 2016; Vaccarino & Bremner, 2019).

Stress management, therefore, as discussed in 2.3.2.2, is defined as the measure of one's flexibility and adaptability, stress tolerance and one's ability to still function adequately while going through a stressful situation (Hernandez, Luthanen, Ramsel & Satuke, 2015). Part of stress management includes the ability to remain calm and focused, change course of action or change what one believes about the stressor. Stress management is also premised on the idea that it is not a direct response to an identified stressor, but rather that it is one's resources and ability to cope that mediate

the stress. In this instance, stress can be seen as controllable. When stress is perceived to be more than what one can manage, then one's capacity to think systematically and perform tasks adequately, tends to be compromised (Anandanatarajan, 2019; Barton, 2022; Hernandez, Luthanen, Ramsel & Satuke, 2015; Vermeulen, 2018). For example, when a corporate leader experiences stress in his/her role (e.g. employee resistance to change), how he/she copes with that stressor will be informed by his/her coping resources, including how he/she makes sense of that stressor. In turn, those coping resources will mitigate against the severity of that stressor's impact on the corporate leader's functioning.

3.2.3.3 Sleep

Sleep is the third physiological driver that impacts optimum performance in corporate leadership. Studies in sleep research suggest several purposes for sleep (Eugene & Masiak 2015; Hobson, 2005; Hobson, Pace-Scott & Stickgold, 2000; Plihal & Born, 1997). Some of the purposes include restoration, memory consolidation and learning (Eugene & Masiak 2015; Hobson, 2005; Hobson, Pace-Scott & Stickgold, 2000; Plihal & Born, 1997). The focus of the current study will confine itself to the restorative purpose of sleep.

According to Cespuglio, Colas and Gautier-Sauvigné (2005), the human body physically restores itself during sleep. This happens when there is minimal sensory activity, reduced muscle activity and inhibition of nearly all voluntary muscles. Reduced interaction with the social environment is also associated with states of sleep. It is during sleep that the body temperature, heart rate, brain oxygen consumption and metabolism decrease. In this state there is activation of restorative processes for both the brain and the body. This restorative process assists the body to preserve energy and rest the muscles (Vermeulen, 2018). As a result of the restorative role of sleep, an individual is better able to focus, concentrate and better perform cognitive and manual tasks in their daily functioning (Lim, 2008; Vermeulen, 2018). Given the restorative benefits of sleep, sleep deprivation therefore, has been correlated with decreased probability of adequate functioning including avoidable occupational errors when performing tasks (Drummond, Gillin & Brown, 2001; Durmer & Dinges, 2005). Sub-optimal functioning also includes clouded judgment and decision-making that is not best for the situation at hand. The lack of sleep further

reduces alertness and may result in fatigue. Vermeulen (2018) emphasises that it is not only the amount of sleep that an individual's physiology requires, but it is also the quality thereof that determines how rested one will be, and therefore, how optimal one will be. Needless to say, sufficient quantitative and qualitative sleep is an important physiological driver for corporate leaders.

3.2.3.4 Physical Exercise

Physical exercise is the fourth physiological driver that can optimise functioning. Studies in the field of physical exercise have established a positive relationship between moderate exercise and ideal cognitive functions (Buckley, Cohen, Kramer, McAuley & Mullen, 2014; Cox, O'Dwyer, Cook, Vetter, Cheng, Rooney & O'Connor 2016; Denham, Marques, O'Brien & Charchar, 2014; Erickson, Hillman & Kramer, 2015; Gomez-Pinilla & Hillman, 2013). Researchers have identified several benefits of exercise including improved capacity to cope with stress, enhanced cognitive control over one's behaviour, and a better quality of working memory (Gomez-Pinilla & Hillman, 2013). Additional positive effects of exercise on cognition include improvements in executive functions such as attention, cognitive flexibility, problem solving, decision-making and information processing speed (Basso & Suzuki, 2017). Furthermore, exercise has been shown to have a longer-term positive effect on an individual's emotional well-being (Basso et al., 2017; Lees & Hopkins, 2013). Lees and Hopkins (2013) argue that exercise plays a role in decreasing the negative biological impact of acute psychological stress.

Given the physiological benefits of exercise, it can be surmised that when a corporate leader embarks on regular moderate exercise, then they will be physiologically favourably positioned for meeting the challenging demands of their corporate leadership role.

3.2.3.5 Mindset

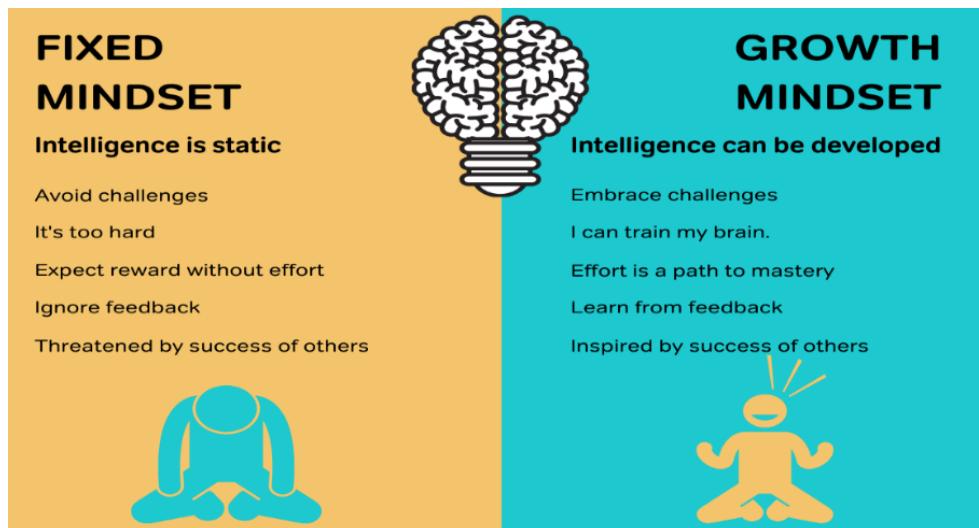
According to O'Keefe, Dweck and Walton (2018), one's mindset is a set of beliefs that shape how one makes sense of the world. One's mindset influences how one thinks, feels and behaves in any given situation. An individual's mindset is seen as an established set of attitudes, values, outlook and philosophy (Yousefi & Khalkhali, 2020). Vermeulen (2018) argues that it is one's mindset that often determines one's

response to challenges and setbacks. According to Vermeulen (2018), performance is a direct result of an individual's thinking patterns. A positive attitude is said to be essential for good brain health and optimum performance, success and general contentment. By contrast, a negative mindset tends to produce negative performance. For example, when a corporate leader introduces changes to an organisation, his/her positive mindset is likely to enable him/her to navigate challenges that come with that change well. However, if his/her mindset is negative, he/she is likely to sabotage the change process, even unwittingly, thereby confirming his/her own negative attitude and beliefs about that change.

Yousefi and Khalkhali (2020) noted that individuals can be placed on a continuum between a positive and a disempowering mindset. On one end of the continuum is a growth mindset, while the other end is indicative of a self-limiting mindset, referred to as fixed mindset. Both mindsets impact individuals' motivation to practice and learn. As outlined in Figure 3.2 below, a fixed mindset advocates for a static and self-preserving outlook on life (Bates, 2016). Additionally, an individual with a fixed mindset invests minimally in self-improvement since he/she sees success as a result of innate ability, and not as a result of effort put into an activity (Bates, 2016; Yousefi et al., 2020). Those with a fixed mindset tend to avoid challenges, give up easily, and focus on the outcome instead of the process. They believe that their talents and abilities are a fixed trait that they are either born with or will never have. For this reason, human effort is not seen as worthwhile to the fixed mindset individual.

By contrast, those with a growth mindset (see Figure 3.2) believe that cognitive capacity can be developed, and their abilities can be enhanced through the learning process (Bates, 2016). Individuals with a growth mindset tend to embrace challenges, persevere in the face of adversity, accept and learn from failure, and focus on the process rather than the outcome. Furthermore, they see feedback and failure as opportunities for increasing their ability, signalling the need to stretch themselves towards a higher functioning self (Yousefi et al., 2020). The combination of determination and perseverance is also associated with a growth mindset (Keown & Bourke, 2019).

Figure 3.2 Growth Mindset, Mindfulness, and Self-Love



Source: Finn, 2019

3.2.3.6 Nutrition

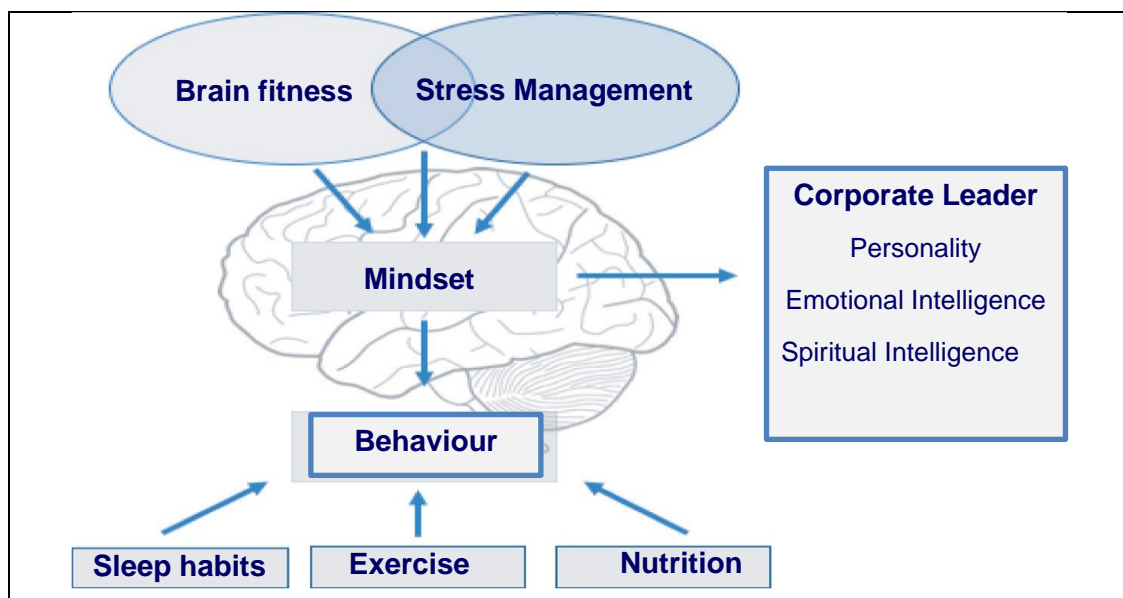
Nutrition is the sixth and final physiological driver that Vermeulen (2018) articulates in his physiology framework. Nutrition can be understood as a physiological process by which individuals ingest food and liquids, and how they utilise this ingestion to support and supplement their physical bodies (Gómez-Pinilla, 2008; Vermeulen, 2018). Ingesting food and liquids provide individuals with the necessary nutrients, which can be metabolised to create energy and aid with chemical and mechanical functioning. Failure to obtain sufficient nutrients causes malnutrition and therefore, sub-optimal functioning. Insufficient intake of required food groups and hydration, including minerals and vitamins, tend to negatively affect physiological functioning including cognitive information processing, concentration and attention, memory and functional capacity and generally how the brain performs its functions (Gómez-Pinilla, 2008; Rahman, Islam & Emran, 2022).

The energy required by one's brain and body come from a combination of the quality of food, water intake and oxygen inhalation (Vermeulen, 2018). The brain relies on food as a source of energy for the transmission of messages between cells and to the rest of the physical body. For this reason, the brain requires the appropriate types of energy sources to ensure that those physiological processes function optimally (Rahman, Islam, & Emran, 2022). Van der Walt (2020) adds that the brain requires a steady but constant supply of energy for optimum functioning. Thus, food that is not

sufficiently nutritious tends to create a wave of energy spike, followed by sudden decline in that energy supply. These extremes result in the brain not functioning at its best.

The six (6) physiological drivers can best be articulated visually in Figure 3.3 below. From a corporate leadership context, the dynamic interaction of the drivers results in a corporate leader demonstrating the requisite personality, emotional and spiritual intelligence. A corporate leader's mindset informs his/her entire leadership experience. When he/she has a growth mindset, then he/she is in a position to see opportunities for team and organisational enhancement. His/her growth mindset will have a direct impact on how he/she presents him/herself and interacts, in terms of his/her personality, emotional and spiritual intelligence. Further, a corporate leader's brain fitness, also known as bilateral integration, is a powerful tool for expanding his/her repertoire of cognitive capacity, including decision-making and problem-solving. The leader's brain fitness enhances his/her ability to manage stress and minimise leadership related errors in his/her daily functioning. Given the role of these three (3) physiological drivers (mindset, brain fitness and stress management), when the corporate leader is intentional about enhancing them, then it is inevitable that his/her behaviour will be impacted positively. The consistency of his/her behaviour will be reinforced by the three (3) remaining drivers, namely consistency in adequate sleep, eating and exercise patterns.

Figure 3.3: An integrated model of Physiology and Corporate leadership



Source: Adapted from Reuter et al., 2022

3.2.4 Framework Integration

Given the above discussion and accompanying figure, Psychoneurophysiology can be understood as a corporate leader's social psychology demeanour. The demeanour is made up of the dynamic interplay between his/her personality, emotional and spiritual intelligence, with the organisation that he/she leads. It is the researcher's belief that the corporate leader's social psychology demeanour is facilitated by the leader's neurology, namely his/her brain activity. The latter is either optimised or compromised by the corporate leader's physiology, specifically the six (6) drivers that culminate into the quality of his/her leadership performance. In other words, a corporate leader can be viewed as a social being, who presents him/herself and interacts with employees and stakeholders based on his/her neurological design as enhanced by his/her physiological drivers.

As mentioned in 3.2, the three (3) elements in the theoretical framework are interconnected and intertwined academic disciplines. Neuroplasticity is one of the means through which the interconnection between the three (3) disciplines occurs. Neuroplasticity is the brain's ability to re-organise itself, specifically synaptic connections, in response to changes in the external environment (Balthazard et al., 2012; Merzenich, 2004; Tarasuik, Ciorciari & Stough, 2009; Tomlinson, 2022). It is the brain's ability to develop new neurons and new synapses in response to stimulation and learning from the environment. In this sense the brain is said to be malleable throughout one's life in terms of its structure and function.

It is the researcher's view that, when the corporate leader responds to organisational changes (i.e., restructuring) – as dictated to by economic demands, such a change will require a shift in his/her neurology, in response to the external environment. This internal, neurological shift will be enabled by the corporate leader's physiology, in the form of the six (6) drivers alluded to in 3.2.3. His/her mindset and stress management are likely to be the primary physiological drivers in this change, enabled by adequate nutrition, exercise and sleep. Ultimately, the interplay between organisational change, neurology and physiology will be manifested in how the corporate leader presents him/herself with regards to personality, emotional and spiritual intelligence. Therefore, constant awareness of the role of neuroplasticity as a binding agent in a corporate leader's posture is critical. This understanding also enables better appreciation of the

three (3) constructs under study, namely personality, emotional and spiritual intelligence. The three (3) constructs are discussed next, within the Psycho-neurophysiology framework.

3.3 Understanding Personality, EQ and SQ from a Psycho-neurophysiological perspective

Having articulated the Psycho-neurophysiology framework of the study, this section unpacks how the three (3) constructs under investigation, namely personality, emotional intelligence, and spiritual intelligence, find expression within the framework. This discussion further illuminates Figure 3.3 outlined above.

3.3.1 Personality

3.3.1.1 Personality and Social Psychology

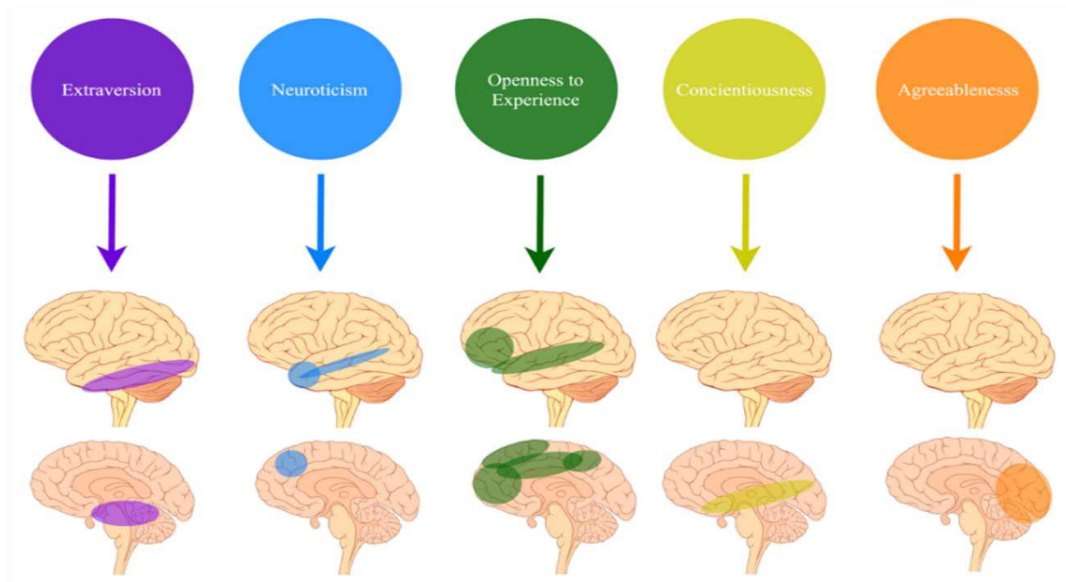
Reynolds, Turner, Branscombe, Mavor, Bizumic and Subasic (2010) argue that there is a dynamic interaction between personality and social psychology. They assert that an individual's behaviour is an outcome of the continuous and reciprocal interaction between the individual's personality and the situations that individual encounters (Reynolds, Turner, Branscombe, Mavor, Bizumic, & Subasic, 2010). In other words, the individual and the situation are an irreducible 'whole' that must be studied in relation to each other. Studying one at the exclusion of the other may lead to inaccurate conclusions. In this view of interactionism there is not a 'person' and a 'situation', but rather, there is a situation inclusive of the person and the person's psychological experience in that situation. It is this interactionism that is the main driver of the person's behaviour. Therefore, how a corporate leader's personality interacts with employees and stakeholders is a dynamic and inseparable process. The corporate leader's personality impacts the organisation as much as the corporate leader is impacted by that organisation. In fact, Li, Li, Feng, Wang, Zhang, Frese and Wu (2021) posit that a leader's personality is likely to change in response to being in a leadership role (social context). This is due to the dynamic interaction between personality and context. Therefore, to understand individual behaviour, there must be an understanding of the social context of that behaviour (Synder, 2009; Vallacher, Read, & Nowak, 2002).

3.3.1.2 Personality and Neurology

Given the various neurological assessments alluded to in 3.2.1, it can be deduced that different personality types possess a particular neurological profile. Hilger and Markett (2021) also assert that trait personality theory (see 2.4.1.2) has a foundation within the human brain (see figure 3.4 below). This means that brain structures and accompanying neural systems have a corresponding neural equivalent of personality traits as illustrated in Figure 3.4.

According to Brooks, Hulst, de Bruin, Glas, Geurts, and Douw (2020), trait personality theory makes three (3) assumptions with regards to neurology. Firstly, different personality traits differentiate into independent neural substrates that represent different traits at the brain level. This may vary from individual to individual. As discussed in 3.3.1.1, the social context will also determine how personality ultimately manifests. Secondly, neural substrates are characterised by the same trait-like properties as behavioural traits across situations and time (Brooks, Hulst, de Bruin, Glas, Geurts & Douw, 2020). These trait-like properties directly influence information processing and behaviour. For example, though a corporate leader might have an extroverted substrate, but in a management meeting context he/she is unlikely to manifest his/her extroversion to a full extent, compared to when he/she is at a social function. Therefore, the corporate leader's neural substrates in the management meeting will not follow those of extroversion. Instead, the neural substrates will correspond with the behaviour of being more subdued. Thirdly, the individually unique component that reflects the trait on the neural level, overlaps with the neural systems responsible for the processing of trait-congruent situations. This means that if the corporate leader is inherently an extrovert (neural level), then they will likely seek out social contexts that will accentuate their extroversion (trait-congruent situations). As discussed in detail in 2.3.1.2, the Five Factor Model was established as a personality classification that systematically combines a broad group of personality characteristics under five (5) traits. The said traits are referred to as extraversion, agreeableness, conscientiousness, emotional stability (or neuroticism) and openness to experiences (or intellect). These personality traits have been mapped out in different brain structures (DeYoung, Hirsh, Shane, Papademetris, Rajeevan & Gray, 2010).

Figure 3.4: Neurobiology and personality trait representation



Source: De Young et al., 2010

In line with dynamic interplay between social context and the individual (see 3.3.1.1), it can be argued that a corporate leader's behaviour patterns, informed by his/her neurology, tend to adapt in line with the organisational social context at hand. It can be deduced therefore, that when a corporate leader presents him/herself in the organisation, he/she does so informed by an already established neurological profile. It is this neurological profile that interacts with the organisational social context to yield certain behaviour patterns from his/her personality.

As alluded to in 3.2.4, the leader's ability to adapt his/her behaviour in a given social context is a function of his/her neuroplasticity (Ackerman, 2021; Balthazard et al., 2012; Merzenich, 2004; Tomlinson, 2021). Neuroplasticity manifests in two (2) forms, namely structurally and functionally (Ackerman, 2021). Structural neuroplasticity, as the name suggests, takes place at a physical level of the brain. In this instance changes to the brain occur as a result of forming new synaptic connections (Ackerman, 2021). For example, to support one's acquiring of a new leadership habit (i.e., of relating better with stakeholders), the brain is likely to alter its physical structure. This form of neuroplasticity is associated with long-term improvement in skills and memory (Demarin & Morović, 2014). The second type of neuroplasticity is called functional neuroplasticity. This is described as the permanent changes in synapses due to learning and development (Demarin et al., 2014). Unlike the former, the latter tends to

improve the neural efficiency of behaviours that are utilised daily. Those behaviours would eventually become routine and therefore automated. For example, once a corporate leader has begun the process of behaving in an extroverted manner towards stakeholders – as a result of structural neuroplasticity, over time and repetition the corporate leader may become more comfortable and at ease with this new behaviour of extraversion. This is as a result of frequent usage of select neural pathways to trigger behavioural change (Tomlinson, 2021).

3.3.1.3 Personality and Physiology

As articulated in 2.3.1, though mostly stable, personality is able to develop throughout one's entire adulthood life (Li, Li, Feng, Wang, Zhang, Frese & Wu, 2021; Meyer, Moore & Viljoen, 2008). Meyer et al. (2008) further argue that an individual's personality, manifested in behaviour, can be a result of constantly changing physical, psychological and spiritual characteristics. As mentioned in 3.3.1.2, such change is informed by an individual's neuroplasticity when interacting in a given social context. In this sense it can be argued that physiology, as a type of environment, impacts personality manifestation in as much as one's personality impacts physiological manifestation. This is because personality and the social context are intricately intertwined (see 3.3.1.1).

One of the most appropriate ways of articulating the relationship between personality and physiology is through the extensive research on anxiety as a personality trait and anxiety as a physiological state. It must be emphasised that anxiety is used only as an example in this context. The example is to illustrate the personality-physiology relationship. Anxiety as a construct was not measured in this study.

Anxiety traits can be understood as patterns of thinking, feeling, and behaving that generalise across similar situations, differ systematically between individuals, and remain rather stable across time (Derakshan & Eysenck, 1997; Gaudry, & Spielberger, 1971; Geiser, Götz, Preckel & Freund, 2017; Nesterenko, Vasilyev, Medvedev & Robenkova, 2003). By contrast, anxiety states are characteristic patterns of thinking, feeling, and behaving in a specific situation at a specific moment in time. Unlike traits, states vary across time as a function of the situation the person encounters. Part of

the contributing factor to anxiety state is an individual's physiology. Given that the environment plays a role in how traits and states manifest in behaviour, it can be deduced that physiology, as a type of environment, can serve as a factor that facilitates behaviour manifested. When the six (6) physiological drivers articulated in 3.2.2 are adequately enhanced, then they provide an ideal environment for personality to manifest in a manner that best suits the social context.

Personality change among leaders has been demonstrated by Li, Li, Feng, Wang, Zhang, Frese and Wu (2021). Their research found that when a leader adjusts into a new role, the leader's personality also changes. Specific traits of Extraversion, Conscientiousness and Emotional Stability were seen to have the greatest shifts (Li, Li, Feng, Wang, Zhang, Frese & Wu, 2021). Li et al. (2021) further postulate that, as new leaders who bear new responsibilities, they are expected to be more conscientious, more efficient, organised, vigilant, achievement-oriented, and dependable to stakeholders. Fulfilling the expectations and responsibilities mandated by leadership roles also requires leaders to deal effectively with uncertainties and changes. Therefore, leaders need to be able to remain calm and handle negative emotions in responses to stress, which are characteristics of emotional stability. Over time, such behavioural changes consolidate and habituate, leading to changes in personality traits (Li, Li, Feng, Wang, Zhang, Frese & Wu, 2021; Michailidis, Lucas Barcias, Charles, He & Balaguer-Ballester, 2019).

In the same way that an organisation as a social context can yield personality change, it can be argued that the six (6) physiological drivers unpacked in 3.2.3 can also be seen as an environment that facilitates personality adaptations. For example, when a corporate leader becomes intentional about physical exercise, adequate sleep and a healthy diet, then the corporate leader's physiological environment will require of the leader's personality to respond to that adaptation. As a result, his/her personality manifestation will leverage from an optimum physiological environment, thus the corporate leader will perform his/her responsibilities more effectively. The dynamic relationship between the individual and their environment will be a consistent theme across each of the constructs in this study.

3.3.2 Emotional Intelligence

3.3.2.1 Emotional Intelligence and Social Psychology

It has been established that emotional intelligence is one of the leadership enablers for social interactions in the workplace (Bar-On, 2006; Bar-On & Parker, 2000; Goleman, 1998; Goleman, 2011; Mayer & Salovey, 1997; McClellan, Levitt & DiClementi, 2017; Mills, 2009; Stein & Book, 2011). From a social psychology perspective, emotional intelligence is relevant in several important ways, including the ability to manage employees effectively, inspire them to be productive and to build and maintain mutually beneficial relationships with all stakeholders (Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, Rhodes & Wendorf, 2001; Yip, & Martin, 2006). Schutte et al. (2001) identify three (3) primary correlations between social psychology and emotional intelligence. These are: firstly, emotional intelligence that strongly correlates with the ability to understand others' emotions and their subsequent behaviours. Secondly, emotional intelligence enables appropriate understanding of nuances in social contexts where interactions take place. Thirdly, emotional intelligence modifies self-presentation in line with what the context requires.

Gómez-Leal, Holzer, Bradley, Fernández-Berrocal, and Patti, (2022) further establish that high emotional intelligence yields more cooperative interactions and more inclusion. In their study individuals with high EQ anticipated greater satisfaction in social interactions. Once again, the dynamic relationship between the individual and their environment as espoused by Reynolds et al. (2010) is confirmed. As mentioned in 3.3.1, Reynolds et al. (2010) assert that an individual's behaviour is an outcome of the continuous and reciprocal interaction between the individual and the situations they encounter. This is the case whether the individual behaviour is due to relatively stable traits or more transient responses of emotional intelligence.

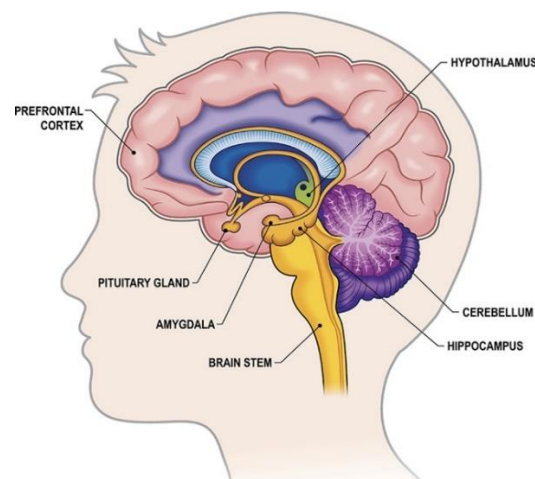
3.3.2.2 Emotional Intelligence and Neurology

Neurological assessment tools alluded to in 3.2.2 have contributed to the understanding of the biological basis of emotional intelligence. Four (4) primary structures have been linked to emotional intelligence (Bar-On, 2010; Guy-Evans, 2021; He, Mao, Sun, Zhuang, Zhu, Qiu & Chen, 2018). The said structures are the limbic system, prefrontal cortex (orbitofrontal and ventromedial), the anterior cingulate and the insular cortex. Each of the four (4) structures are considered next.

The **limbic system** (see Figure 3.5 below) is a collection of structures involved in processing and regulating emotion, formation and storage of memories, arousal, and learning (Catani, Dell'Acqua, Thiebaut & De Schotten, 2013; Morgane, 2005). These structures include the hippocampus, the amygdala, and the hypothalamus. Of the three (3) structures, the amygdala is significant for the purposes of this study.

The amygdala is located next to the hippocampus. The main function of the amygdala is to facilitate emotional responses, including feelings of happiness, fear, anger, and anxiety. This region of the brain is also key for the formation of new memories (Guy-Evans, 2021). The amygdala interacts with the hippocampus by attaching emotional content to memories. Memory with more emotional content is stored, rather than those with less intense emotional content. For example, memories laden with fear are associated with the amygdala activation. Fearful memories can be formed after only a few repetitions, which can result in avoidance of certain fearful stimuli. Therefore, the amygdala is also linked with the fight-or-flight response, as stimulating activity in the amygdala can influence the body's automatic fear response (Pessoa, 2022).

Figure 3.5: The limbic system



Source: Guy-Evans; 2021

The **anterior cingulate cortex** (ACC) also plays an integral role in emotional intelligence (Guy-Evans, 2021; Seamans & Floresco, 2022). This area is believed to be helpful in regulating emotions, behaviour and pain. The ACC is an area that manages impulse control, the ability to handle emotions, particularly distressing

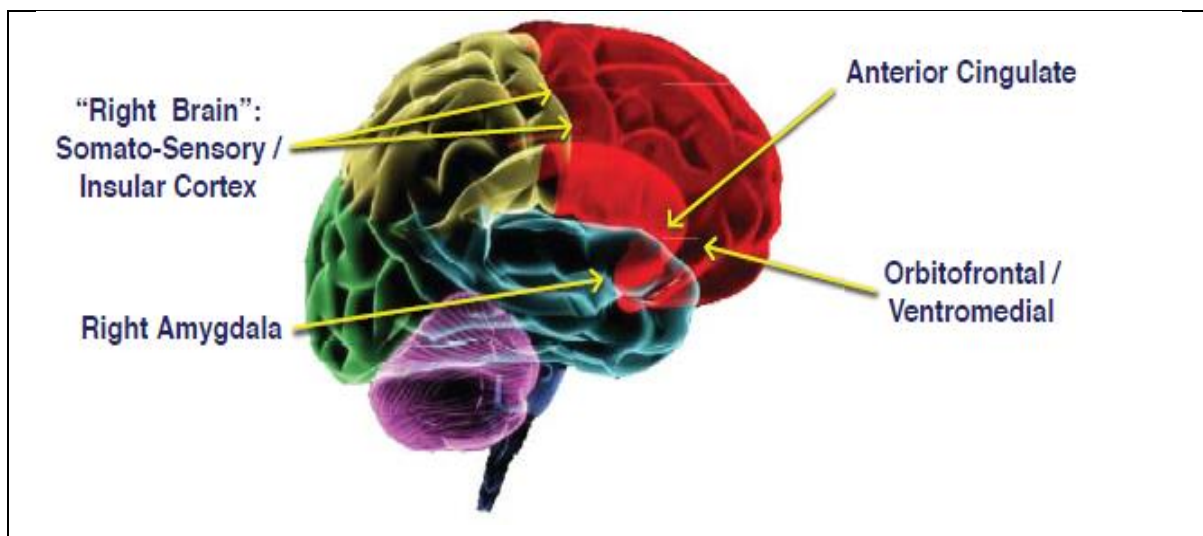
emotions. As with the amygdala, this structure is thought to be involved in fear and the prediction and avoidance of negative stimuli, through monitoring the body's response to unpleasant experiences. In other words, if the amygdala is primed for sensing fight-flight inducing stimuli, then the anterior cingulate cortex activates the physical response to that fear (Guy-Evans, 2021; Seamans & Floresco, 2022). Damage to this structure can result in emotions being inappropriate, having a lack of fear, impaired sense of pain, and learning impairments.

It is significant to note that this structure is also associated with human consciousness. Given that consciousness is also associated with spiritual intelligence, as will be discussed in 3.3.3.2, it can be deduced that the ACC plays a role in spiritual intelligence as well. The role of this structure confirms the integrated nature of the brain's functioning. It further illuminates the established relationship between emotional and spiritual intelligence as discussed in chapter 2 (Howard et. al., 2009; Khan & Kanwal, 2017; Malik & Tariq, 2016; Samul, 2000; Sultan, Khan & Kanwal, 2017).

The **prefrontal cortex** has two (2) primary structures involved with emotional intelligence. These are the orbitofrontal cortex and the ventromedial (Tarasuik, Ciorciari & Stough, 2009). These structures are associated with social judgment which influences how one relates to others, based on what is socially appropriate in a given context (Tarasuik, Ciorciari & Stough, 2009). Given the established argument that there is a dynamic interaction between the individual and his/her social environment, it can be concluded that the neurological basis of that social interaction is found in the orbitofrontal cortex region. The role of the lateral orbitofrontal cortex in the evaluation of and response to social interactions demonstrates the significance of this region in executive function (Barbey, Colom & Grafman, 2014; Kringelbach & Rolls, 2004). In light of the above discussion, it can be deduced that the orbitofrontal cortex is involved in evaluation and exercising discretion in responding to emotionally laden social contexts. For example, a corporate leader is enabled by the prefrontal cortex to respond in specific ways to social signals that he/she is perceiving from stakeholders.

The **Insular Cortex** is the fourth structure deemed to be crucial for emotional intelligence (Bar-On, 2010; De Martino, Kumaran, Seymour & Dolan, 2006; Xue, Lu, Levin & Bechara 2010). The structure is known to be responsible for self-awareness, as well as empathy. The ability to understand and feel one's own emotions is critical for understanding and empathising with the emotions of others. This ability is critical for a corporate leader if the leader is to have a positive impact on employees and other stakeholders. Additional functions of the insular cortex include compassion, interpersonal engagement, and awareness of physiological emotions such as hunger, pain and fatigue (Cerliani, Thomas, Siero, Nanetti, Crippa, Gazzola & Keysers, 2012). Figure 3.6 outlines the four (4) structures involved in emotional intelligence.

Figure 3.6: Brain structures involved in Emotional Intelligence



Source: Bar-On; 2010

As alluded to earlier, it is significant to note that the ACC is involved in emotional intelligence, as well as in spiritual intelligence, more specifically in consciousness. This observation confirms Singer and Gray (1995)'s notion who argued that there are neural processes in the brain devoted to making interconnections that unify rational, emotional, and spiritual experiences.

3.3.2.3 Emotional intelligence and Physiology

Barooh (2019) argues that emotion is a physiological experience with behavioural expression of feelings, in response to any sensory information. As a consequence, when an individual does not adequately manage physiological drivers

over a long period of time, then this can lead to psychosomatic and lifestyle sub-optimisation. Literature on physiology of emotional intelligence is focused more on stress and management thereof (Koolhaas, Korte & De Boer, 2011; McEwen, 2007; Schimel, Balsler & Wallenstein, 2007; Tsigos, Kyrou & Kassi, 2007). Some principles can be drawn from literature on stress to make sense of the six (6) physiological drivers in this chapter. In essence, when one is under stress, one's physiology primarily responds to minimise that stress, at the expense of other physiological functions. While this state of affairs can serve as a self-preserving function, in a leadership role such self-preservation might not yield beneficial results for interactions and relationships with stakeholders. It is therefore imperative that a corporate leader intentionally manages those stressors in the environment that lead to a physiological stress response.

Given that a corporate leader seeks to constantly appear in a manner that promotes the achievement of organisational goals, it makes sense that he/she should invest in physiological mechanisms that will best prepare him/her even for stressful situations. To that end, when the corporate leader intentionally embraces a growth mindset, he/she is less likely to be as overwhelmed by stressful organisational challenges. Equally, when the corporate leader ensures that his/her sleep, exercise regiment, and nutrition habits are consistently enabling, then he/she is likely to be more centred, aware of him/herself and aware of others. He/she is likely to also be appropriate in his/her decision-making and resultantly, show up as a corporate leader with positive impact on the organisation.

3.3.3 Spiritual Intelligence

3.3.3.1 Spiritual Intelligence and Social Psychology

It has been established in chapter 2 (see 2.3.3) that spiritual intelligence is the awareness and consciousness of interconnectedness between the self and other individuals, the organisation, society, the natural environment as well as the transcendental (Howard, Guramatunhu-Mudiwa & White, 2009; Malik & Tariq, 2016; Safara & Bhatia, 2013; Samul, 2020; Vaughan, 2002; Wigglesworth, 2011). Spiritual intelligence is also about the purpose and meaning one attributes to one's life. Purpose and meaning create understanding of what is external to the self (Zohar, 1997; Zohar & Marshall 2000). Given the foregoing re-articulation, then a social

psychology perspective on spiritual intelligence must be about how an individual interacts with others based on personal purpose and meaning that they bring to that social interaction. It can further be deduced that since there is a dynamic interaction between human behaviour and the social context, then spiritual intelligence becomes the tool through which individuals become aware and conscious of themselves in relation to others (Sewell, 1989; Tausig & Fenwick, 2011).

Spiritual Intelligence differs from emotional intelligence, in that the former is about the meaning one attributes to social interactions and the conscious awareness that the self and the other are intricately connected. The intricate connection between self and others also means that when one treats the other with harm, inadvertently one harms oneself. By contrast, emotional intelligence is about adapting oneself to enable mutually beneficial social interaction with the other. It can therefore be argued that emotional intelligence possesses less intense consciousness of interconnectedness, than spiritual intelligence does. In terms of corporate leadership and spiritual intelligence, the conscious awareness of interconnectedness between the corporate leader and his/her social context implies that when he/she behaves with positive and value adding intent, this edifies the social environment as much as it edifies the leader him/herself.

3.3.3.2 Spiritual Intelligence and Neurology

According to Vialle (2007), the neurological basis of spiritual intelligence is best demonstrated in the understanding of levels of consciousness as discussed in 2.3.3.2. Harung et al. (2009) argue that if leaders are to function optimally and meet complex demands of their leadership roles, then they must develop consciousness to the highest degree possible. In the context of the present study, consciousness denotes a deep awareness of one's place in the material and social world (Newberg, 2016). Such consciousness can be represented on a spectrum of three (3) levels of intensity (Bucke, 1905). These are:

- Simple Consciousness is the basic awareness of one's physical body and its general functioning;

- Self-consciousness is the second level of awareness, wherein one is aware of being aware. In this sense, one is aware that their being is inhabiting a physical body; thirdly
- Cosmic Consciousness is the awareness of the universe and its content, namely life and order of material and non-material things. This third level of awareness encompasses Simple Consciousness and Self Consciousness.

Consciousness can further be associated with what Nembhard (2017) refers to as penetrative awareness that sees beyond the surface of what is going on in the field of simple awareness. Nembhard (2017) concludes that such a state of consciousness makes it possible for one to see interconnections that may not have been visible prior to the development of this penetrative deep awareness. It can be deduced that when a corporate leader has developed his/her consciousness to the highest level, as argued by Harung et al. (2009), then that corporate leader has achieved appropriate spiritual intelligence (Nembhard 2017; Satsangi & Hameroff, 2016; Wilber, 2002).

In terms of the neurology of consciousness, which is the essence of spiritual intelligence, Dehaene and Naccache (2001) argue that there are two (2) principles that govern consciousness. Firstly, Dehaene et al. (2001) argue that attention is a prerequisite of consciousness. There seems to be no conscious perception without attention. Secondly, Dehaene et al. (2001) posit that consciousness is required for specific mental processes. They further argue that three (3) of these mental processes require consciousness. Namely, durable and explicit maintenance of information in working memory; novel combinations of operations; and intentional behaviour. Each of the three (3) mental processes are illuminated next.

Dehaene and Naccache (2001) suggest that studies in memory indicate that, the first mental process is the **ability to retain information** in working memory for a durable period of time. This is imperative for consciousness. Information is encoded in the firing patterns of active neurons and is immediately available to influence the systems they connect with. For example, if a corporate leader is presented with a range of incompatible pieces of information, after some time he/she should be able to retain those pieces of information that are most relevant for his/her decision-making.

The second mental process is **novel combination**. This is the ability to combine several mental operations to perform an unusual task. An example is a conflict situations in which a routine behaviour must be inhibited and replaced by non-automatised behaviour to de-escalate the conflict. Dehaene and Naccache (2001) argue that the strategic operations which are associated with planning a new behaviour, evaluating it, controlling its execution and correcting possible errors, must be accomplished consciously. It is noteworthy that such processes are always associated with a subjective feeling of 'mental effort', which is absent during automatised or unconscious processing. Therefore, novel combination can serve as a marker of conscious processing.

The third type of mental processing involved in consciousness is the generation of **intentional behaviour**. Dehaene and Naccache (2001) assert that required performance can be elicited only by focused and intentional responses to stimuli. Intention-driven behaviours may constitute an important class of processes accessible only to conscious information. In the context of corporate leadership, when a leader responds to his/her social environment with a desire to achieve organisational goals, then he/she is more likely to behave with intention, therefore, with consciousness, which implies adequate spiritual intelligence.

The various contents of consciousness-mapping share common brain structures and mechanisms (Dehaene & Naccache, 2001; Fischer, Boes, Demertzi, Evrard, Laureys, Edlow, Liu, Saper, Pascual-Leone, Fox & Geerling, 2016). Three (3) brain structures are primary in that mechanism. These are the prefrontal cortex (PFC), the anterior cingulate (AC) and the brain stem.

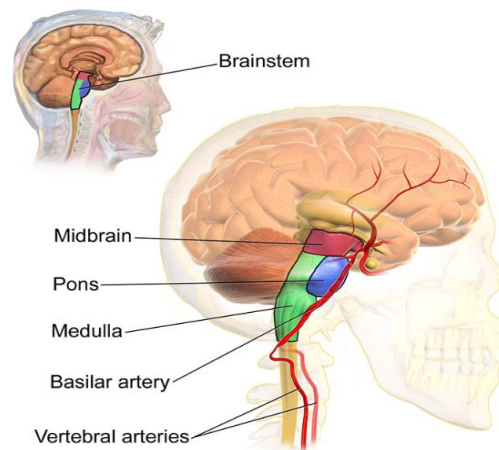
Much has been written about the role of the **prefrontal cortex** (PFC) in human reasoning, cognitive processing and executive functioning (Badre, Kayser & D'Esposito, 2010; DeYoung, Hirsh, Shane, Papademetris, Rajeevan & Gray 2010; Miller, Freedman & Wallis, 2002). The PFC is intricately interconnected with other brain functions, including extensive connections with other cortical, sub-cortical and the brain stem (Alvarez & Emory, 2006). Given the role of PFC in complex executive functioning and Dehaene and Naccache (2001)'s arguments about intentionality in

consciousness, it can be concluded that the PFC is an intricate part of consciousness. The PFC enables the corporate leader to exercise discretion and act with intent.

The **anterior cingulate** is associated with more than emotional intelligence as alluded to in 3.3.2.2. It is also known to play a role in the experience of consciousness (Lane, Reiman, Axelrod, Yun, Holmes & Schwartz 1998; Luu & Pederson, 2004). The anterior cingulate serves to detect and monitor contradictions and conflicts in information processing. It further monitors action outcomes that result from the processed information. In turn, such monitoring guides decision-making (Botvinick, 2007). When an individual's desired responses are not congruent with his/her actual responses, then an error-related negativity is produced by the anterior cingulate. For example, if a corporate leader desires to implement restructuring in an organisation because it will result in cost-saving measures, but refrains from carrying out the restructuring, then the anterior cingulate's error detection mechanism will be activated. It is likely that the leader will experience discomfort of not acting in line with his/her desires. If he/she has adequate emotional and spiritual intelligence, he/she is likely to master courage to persevere with the restructuring. It can be surmised that when the corporate leader acts in line with his/her noble desires of restructuring, then the anterior cingulate will be subdued and the corporate leader's highest consciousness will have guided his/her decision. This would be a manifestation of the corporate leader's spiritual intelligence, namely his/her act of purpose and meaning.

The significant role of the **brain stem**, the third brain structure involved in consciousness has also been highlighted (Parvizi & Damasio, 2001; Singh, 2014). The brain stem is the posterior part of the brain, adjoining and structurally continuous with the spinal cord (see Figure 3.7). It serves as the nerve interconnector between the motor and sensory systems of the cortex and the peripheral nervous system. Among several regulatory functions in the body, the brain stem plays a role in alertness, awareness, and consciousness. The brain stem's role in alertness, awareness and consciousness further amplifies the significance of the relationship between neurology and spiritual intelligence. Figure 3.7 outlines the structure of the brain stem.

Figure 3.7: The brainstem Open Education Resource (OER)



Source: <https://LibreTexts.org>

Harung et al. (2009) have established that if leaders are to function optimally and meet complex demands, they must develop consciousness to the highest degree possible. It can therefore be argued that such development of consciousness and thus, spiritual intelligence, can be enhanced by some physiological drivers as is outlined in the next discussion.

3.3.3.3 Spiritual Intelligence and Physiology

It has been argued in 3.2.3 that six (6) physiological drivers are required for one's capacity to think systematically and perform tasks adequately (Vermeulen, 2018). In the context of spiritual intelligence, two (2) of the six (6) physiological drivers seem even more pivotal. These two (2) drivers are mindset and brain fitness. The reason for their significance in SQ is because the growth mindset puts the corporate leader in a position of openness to maximising the interconnectedness of all things. Such interconnectedness will include who they are as an individual, social interactions within the organisation, and organisational outcomes.

Brain fitness, as discussed in 3.2.3.1 is the second physiological driver that bears particular significance for spiritual intelligence. Brain fitness enables the corporate leader to leverage both the right and left hemispheres of the brain when engaging with his/her leadership tasks. Therefore, the corporate leader is likely to optimise his/her functioning when he/she draws on bilateral integration of brain structures involved in consciousness. In other words, when a corporate leader is brain fit, he/she is ideally

positioned to integrate the functioning of both hemispheres of the prefrontal cortex (PFC) and the anterior cingulate cortex (ACC). In turn, the leader is best positioned to use the interconnecting functions of the brainstem. The behavioural manifestation of such bilateral functioning is likely to be a spiritually intelligent corporate leader.

3.4 Implications for Corporate Leadership

In light of the discussions presented thus far, it can be argued that the presentation of behaviour of a corporate leader in South Africa, is informed by a multi-dimensional interplay of factors. These are the corporate leader's social psychology, their neurological design as well as their physiology. Furthermore, corporate leadership will best be manifested through the interaction between Psycho-neurophysiological processes involved in personality, emotional and spiritual intelligence. These Psycho-neurophysiological processes are enabled by the corporate leader's neuroplasticity. As defined earlier, neuroplasticity, in its structural and functional roles, is the ability of the brain to adapt, become malleable and agile enough to facilitate behaviour change in a leader (Ackerman, 2021; Balthazard et al., 2012; Merzenich, 2004; Tomlinson, 2021).

3.5 Conclusion

This chapter focused on establishing the theoretical framework of the study, namely the Psycho-neurophysiology framework. Within this framework, personality, emotional intelligence and spiritual intelligence were conceptualised through a multi-dimensional perspective of three independent disciplines, that are interdependent and interrelated. These are social psychology, neurology and physiology. These constructs were discussed in the context of Psycho-neurophysiology. It was established that each construct has a social psychology, a neurology and a physiology basis. In the next chapter focus is given to the research methodology that was used to measure these constructs.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

This chapter discusses the research methodology for the study. It focuses on the research design, sampling, measurement instruments, data collection processes as well as data analyses used. Ethical considerations are discussed towards the end of the chapter, followed by concluding remarks. This chapter also provides an overview of the study's aim and objectives, which guided and informed the choice of methodology.

4.2 Aim and Objectives

It was mentioned previously (see 1.5.1) that the primary aim of the study is to investigate the role of personality, emotional intelligence and spiritual intelligence among leaders in the corporate environment of South Africa. In order to achieve this aim, the following objectives have been formulated:

- To investigate the role of personality, emotional intelligence and spiritual intelligence in effectiveness and excellence of corporate sector leaders
- To explore the relationships between personality, emotional intelligence and spiritual intelligence as manifested from a Psycho-neurophysiology perspective
- To ascertain the subjective understanding of the role of personality, emotional intelligence and spiritual intelligence among South African leaders

4.3 Research Design

Bhattacharjee (2012) postulates that research methods should be chosen to best fit a given research problem, and not the other way around. For this reason, the Sequential Explanatory Mixed Methods design was selected for this study. This is a two-phased design that starts with the quantitative method of data collection, followed by the qualitative component of data collection (Creswell & Plano Clark, 2011). It was important to sequence the data collection to ensure that all quantitative data collection takes place within a confined timeframe. Similarly, it was important that all qualitative data collection takes place within a similar timeframe. This ensured that data collection

of the two (2) phases has respectively been subjected to a similar set of circumstance and atmosphere in the corporate environment. In turn, this ensures credibility of the process and integrity of the data.

Creswell and Plano Clark (2011) highlight that the use of both quantitative and qualitative approaches in one study provide a better understanding and insight of research problems, than when either approach is used on its own. Therefore, when used in combination, the strengths of both methods complement each other while their respective limitations are minimised (Hunter, 1989; Tashakkori & Teddlie, 1998). In addition, the inclusion of both quantitative and qualitative data enriches research results in ways that one form of data does not allow (Brewer & Hunter, 1989; Muller 2021; Tashakkori & Teddlie, 1998).

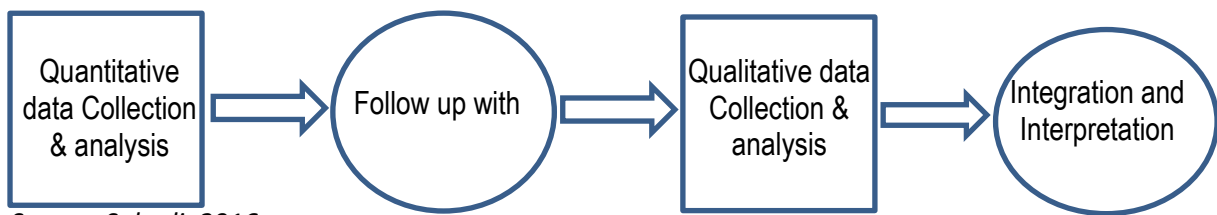
In addition to the benefits of a mixed methods research design, Venkatesh, Brown and Bala (2013) identify several primary purposes that a mixed methods approach fulfils. Three (3) of those purposes bear relevance to the present study. These are: Complementary, Compensation and Diversity.

- **Complementary** refers to an enhanced research outcome as a result of highlighting the qualities of each research method. In turn, this ensures that mutual viewpoints are obtained about the object of research;
- **Compensation** refers to countering the weaknesses of one method by employing the other. In this way, limitations of both research methods are offset while the strengths of each are highlighted; and
- **Diversity** refers to obtaining a variety of viewpoints about the object of study by including different sources of research in order to create depth.

According to Venkatesh et al. (2013), each of the above purposes deepens the value of the research findings and facilitate robust conclusions. Furthermore, the purposes assist in generating more questions of interest for future studies.

As mentioned, the Sequential Explanatory Mixed Methods Design that was applied in this study, first collected quantitative data which was followed up by qualitative data collection. Figure 4.1 provides a graphic outline of the design.

Figure 4.1 Sequential Explanatory Mixed Methods Design



Source: Subedi; 2016

According to Delpont and Fouche (2011), most mixed methods research designs use the dimension of time orientation as their base. Time orientation refers to whether the qualitative and quantitative phases of the study occur at approximately the same point in time, such that they are independent of each other or whether the two (2) components occur one after the other, such that the latter phase is dependent. It has been argued that characteristics of truly mixed methods studies are those that involve integration of the qualitative and quantitative findings at some stage of the research process, be that during data collection, analysis or at the interpretative stage of the research (Ostlund, Kidd, Wengstrom & Rowa-Dewar, 2011). In the present study, the comprehensive integration of the qualitative and quantitative findings took place at the final interpretative stage of the research. In keeping with the sequential nature of the research design, it was important to ensure that interpretation takes place at the end of both forms of data collection and analysis.

Given that both quantitative and qualitative data play a complementary and a compensatory role to each other (Venkatesh et al., 2013), no heavier weighting was attributed to one data collection form over the other. Weight attribution refers to the priority given to the quantitative or the qualitative research part of the study (Santos, Erdmann, Meirelles, Lanzoni, Cunha & Ross, 2017). According to Santos et al. (2017), the same weight can be given to data arising from both approaches or either one can be emphasised, according to the interest of the researcher. It is the present researcher's interest to attribute equal weighting to both phases of data collection, thereby deepening richness from their respective diversity.

4.4 Sampling

In accordance with the chosen research design, sampling was done for the quantitative and qualitative phases respectively.

4.4.1 Quantitative Sample

4.4.1.1 Purposive Sampling

This study adopted a purposive sampling method to identify leaders in the corporate sector within South Africa, so that they form part of the quantitative sample. This technique is also called judgemental sampling, as it is based on the researcher's discretion of what characteristics the sample must inhabit that best represent the population under study, as well as the purpose of the study (Delpont & Roestenburg, 2011). Since a specific group of individuals are targeted with purposive sampling, researchers make use of inclusion criteria to ensure that the appropriate participants are included in the sample. In this study, the inclusion criteria used were:

- Participants had to be in an executive position of their respective companies;
- Participants had to come from all sectors of the South African economy, specifically located within the private sector;
- Participants had to be located within the South African geographic location of their company, regardless of how global their company's footprint is;
- Participants had to be proficient in English.

The sample was drawn from the private sector across the South African economy. This was done by approaching various companies, both large and small, as well as business schools in order to solicit interest in the study. Business schools are an ideal leadership conduit where executives regularly gather for personal and leadership development. An electronic invitation for participation was sent to the Human Resource (HR) Departments, Offices of Chief Executive Officers (CEOs) and Programme Directors of Business Schools. The chosen contact points for companies and business schools were chosen because they served as middle persons between the researcher and the executives targeted for the study. The invitation contained background information including the purpose of the study and detailed information on what will be required from participants, should they agree to participate in this study. (Please refer to Appendix A for the copy of the electronic invitation.)

If any executive showed interest in the study, the researcher requested HR personnel, offices of CEOs and Business School Programme Directors to forward their respective contact details to her. This step in the sampling process ensured that the researcher would give participants an opportunity for further and direct engagement should there be a need for clarifying additional points of concern about the research process.

At the end of the quantitative sampling process, seventy (70) participants had volunteered to take part in the study. After the researcher ensured that these participants complied with the set of inclusion criteria, they were given consent forms to sign (See Appendix B). The consent forms confirmed their willingness to participate in the study.

4.4.2 Qualitative Sample

For the qualitative phase of the study, a convenience sampling method was used.

4.4.2.1 Convenience sampling

In this sampling approach, the potential participants that are most easily accessible to the researcher are sampled. This is the least rigorous sampling approach. However, one of its advantages is that it is less expensive and less time-and-effort-intensive (Farrugia, 2019). The researcher requested participants who took part in the quantitative part of the study, to volunteer to form part of the qualitative part of the study. In the end, the first six (6) participants who were representative of race, gender as well as diverse executive functions, and who agreed to volunteer in this phase of the study, became part of Phase 2 of the data collection process. Participants were requested to complete the qualitative data collection consent forms shown in Appendix C.

The selection of six (6) participants in the qualitative data collection phase is in line with Braun and Clarke (2006)'s argument that qualitative data collection reaches saturation point once six (6) participants have been interviewed. Data was collected during the Covid-19 pandemic. Given the rules and regulations around Covid-19 protocols in the corporate environment, face-to-face interviews were not possible. For

this reason, all interviews were conducted virtually on Microsoft Teams. All six interviews were recorded audio-visually on a Microsoft Teams software application.

4.5 Sample Characteristics

In this section both quantitative and qualitative sample characteristics are discussed.

4.5.1 Quantitative Sample Characteristics

As mentioned in 4.4, the quantitative sample was made up of seventy (70) participants. Their biographical detail is outlined in Tables 4.1 to 4.5 below.

Table 4.1: Gender

Gender	Frequency	Percentage
Males	45	64.3%
Females	25	35.7%
Total	70	100%

There were more males (64.3%) than females (35.7%) in the sample (n =70).

Table 4.2: Level of Leadership

Position	Frequency	Percentage
Chief Executive Officer / Managing Director	29	41.4%
Executives: Corporate support (HR, Finance)	23	32.8%
Executives: Operations	18	25.8%
Total	70	100%

Most participants fell within the 'head of the institution' category, namely Chief Executive Officers and Managing Directors (41.4%). Executives working in the Corporate Support environment are those that support the core business such as the Human Resource function and Financial Management. By contrast, Executives in Operations are those persons who oversee the main core business of the organisation. In this study there were more corporate support executives (32.8%) than operational executives (25.8%).

Table 4.3: Age Group

Age group	Frequency	Percentage
31 – 40 years	13	19%
41 – 50 years	40	57%
51 – 60 years	14	20%
61 – 65 years	3	4%
Total	70	100%

The age group between 41 and 50 years had the highest representation in the study (57%), while those between 61 and 65 years were in the minority (4%).

Table 4.4: Tenure in Executive Position

Tenure	Frequency	Percentage
0 – 3 years	25	36%
3 – 6 years	26	37%
6 – more years	19	27%
Total	70	100%

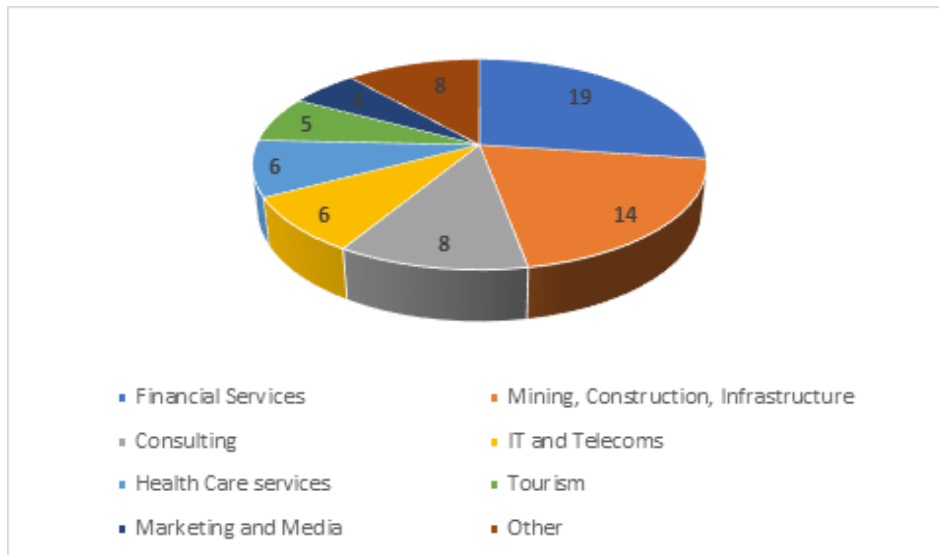
73% of participants' tenure was between zero and six years.

Table 4.5: Industries Represented

Industry	Frequency	Percentage
Financial Services	19	27%
Mining, Construction, Infrastructure	14	20%
Consulting	8	11%
IT and Telecoms	6	9%
Healthcare Services	6	9%
Tourism	5	7%
Media and Marketing	4	6%
Other	8	11%
Total	70	100%

The most represented industry was financial services, accounting for 27% of the total sample, followed by the mining sector. The Construction and infrastructure industry accounted for 20% of the total sample. The above table can also be depicted as a pie chart as demonstrated in Figure 4.2 below.

Figure 4.2: Participant representativity per industry



4.5.2 Qualitative Sample Characteristics

In this section, the sample used in Phase 2 of data collection is described.

Table 4.6: Qualitative Sample Characteristics

Age	Participants	Percentage
41 – 50	2	33.3%
51 – 60	4	66.7%
Total	6	100%

A third (33.3%) of the sample fell within the 41 to 50-year age range. The majority of the sample (66.7%) fell within the 51 to 60-year age range.

Table 4.6: Qualitative sample Characteristics

Gender	Percentage
Females	33.3%
Males	66.7%
Total	100%

There were more male participants than females.

4.6 Measurement Instruments

The measurement instruments under discussion were chosen for their relevance to the aim and objectives of the study.

4.6.1 Biographical information questionnaire

A short biographical information questionnaire was used to access participant information pertaining to their demographic and biographical profiles. The information questionnaire was for both the quantitative and the qualitative data collection process. It included the following information:

- Name and surname (replaced by unique number for research purposes)
- Race
- Gender
- Age
- Industry the participant is part of
- Position held in their company
- Tenure in that position

An example of the biographical information questionnaire is attached in Appendix D.

4.6.2 Quantitative Measures

Bhattacharjee (2012) argues that the more objective the measurement instrument, the more valid the instrument is to predict what is required from it. For this reason, the quantitative measurement instruments chosen in this study were carefully selected to illuminate the constructs under study. Three (3) instruments of measure were chosen to measure personality, emotional intelligence and spiritual intelligence. Each of these instruments are discussed consecutively.

4.6.2.1 Hogan Personality Inventory (HPI)

The Hogan Personality Inventory (HPI) is based on the Five Factor Model (FFM) discussed in section 2.4.1.2. The HPI was developed by Robert and Joyce Hogan, founders of Hogan Assessment Systems Inc. in 1997. The assessment tool is designed to describe an individual's personality and performance in the workplace, including how they manage stress, interact with others, approach work tasks and solve problems. The tool has a total of 206 items. The items are allocated along seven (7)

primary scales. The primary scales are: Adjustment; Ambition; Sociability; Interpersonal Sensitivity; Prudence; Inquisitive and Learning Approach. Each of these seven (7) primary scales have further subscales that present more specific and detailed information concerning a person's profile within that scale. In total, the HPI has 41 subscales. Since the number of items vary within each scale, results are presented in terms of percentiles. This instrument is designed to highlight an individual's strengths as well as their development areas for improvement. The HPI uses a combination of a Likert scale that ranges from 1 = very unlikely, to 5 = very likely. The instrument also has a section of items that are dichotomous in nature where participants choose between A or B.

According to Hogan and Hogan (1997), the following two principles are important when understanding the HPI:

- In the HPI scoring, high scores are not necessarily better, and low scores are not necessarily worse. Every scale score reflects distinct strengths and weaknesses as dictated by the individual's context;
- HPI scores should be interpreted in the context of the person's occupational role to determine whether these characteristics are strengths or areas for development for that particular occupational role.

The HPI is further underpinned by two (2) assumptions:

Social Practices in the Workplace: These practices assume that peoples' behaviour is guided by three (3) broad needs: (a) to get along with others; (b) to get ahead of others; and (c) to find order and predictability. These needs are satisfied during interactions in the workplace (Hogan and Hogan, 1997).

Measurement Goals: The HPI is designed to predict reputation, namely individual differences in people's ability to get along with others and get ahead of others. Reputation is important because it is based on past behaviour, which is the best predictor of future behaviour (Hogan and Hogan, 1997). Given that reputation reflects past behaviour, it is inherently a valid predictor of future behaviour.

In terms of validity and reliability, the HPI has been validated using assessment profiles from over 600 000 participants globally. These participants are representative of all regions of the globe, from all economic markets and sectors. Therefore, it has been established as one of the most widely researched personality tools globally. The HPI has also been normed and validated for the South African corporate context. The Health Professions Council of South Africa (HPCSA) also accredited it for use in the South African context. The Table 4.7 below outlines the HPI's reliability in terms of Cronbach Alpha. This reliability has been normed for the corporate environment globally. Furthermore, reliability norms have been established for the South African corporate environment. It was for the latter norming reason that it became unnecessary to norm the assessment tool again for the present study.

Table 4.7: HPI Cronbach Reliability

HPI Scale	Number of Items	Cronbach Alpha
Adjustment	37	.82
Ambition	29	.80
Sociability	24	.83
Interpersonal Stability	22	.57
Prudence	31	.71
Inquisitive	25	.80
Learning Approach	14	.78

The HPI Cronbach Alpha values range between .57 and .82. Although the Interpersonal Stability Cronbach Alpha scale is relatively low, all other scales are consistently high. Therefore, this indicates that the instrument is reliable for use for the purposes of the present study.

4.6.2.2 Emotional Intelligence (EQi2.0)

The EQi2.0 is an instrument that measures emotional intelligence as discussed in 2.4.2. It was originally developed by Reuven Bar-On in 1997. Bar-On (1997)'s research and evolution of the tool has been based on Goleman (1998)'s research work on emotional intelligence (see 2.4.2). Through further and ongoing research in the field of emotional intelligence, the tool has been updated several times. The version utilised in the present study was subsequently modified in 2011 by Multi-Health Systems. Multi-Health Systems is a research and assessment company that owns the rights to the EQi2.0, among other assessment tools. The

EQi2.0 has been normed, validated and standardised for the South African corporate environment. It has also been accredited by the Health Professions Council of South Africa (HPCSA).

The EQi2.0 contains a total of 133 items. The items are allocated along five (5) composite scales. These composite scales measure different aspects of emotional intelligence. They are Self-perception; Self-expression; Interpersonal; Decision-making; and Stress management. Each composite scale constitutes between five (5) and eight (8) items. Each item is measured through a Likert Scale with the following range: 1= Very seldom; or Not true of me; 2= Seldom true of me; 3= Sometimes true of me; 4= Often true of me; 5= Very often true of me.

A study conducted by Van Zyl (2014) found that a Cronbach Alpha score of 0.96 was established for the South African corporate context. Given that the present study is taking place in the corporate environment in South Africa, it was not necessary to norm the assessment tool again for the purposes of this study. Table 4.8 reflects the instrument's reliability in terms of Cronbach's Alpha.

Table 4.8: EQi2.0 Cronbach Reliability

EQi2.0 Scale	Number of items	Cronbach Alpha
Self-perception	24	.93
Self-expression	23	.88
Interpersonal	23	.92
Decision-making	24	.88
Stress management	32	.92
General optimism	7	.92

The EQi2.0 Cronbach Alpha values for a South African context range between .88 and .93. These are consistently high values that indicate the instrument's reliability for use in research purposes.

In addition to the above normed and accredited assessment instruments for the South African context, the Neuro Agility Profile (NAP) was used. This latter

instrument, though not yet normed and accredited by the HPCSA in South Africa, was found to be relevant for the achievement of this study's aims and objectives.

4.6.2.3 Neuro Agility Profile (NAP)

The Neuro-Agility Profile™ (NAP™) is an assessment instrument that was developed in South Africa in the 1990s. The instrument measures, among others, intelligence preferences including spiritual intelligence. It was first published in 1999 by Dr Andre Vermeulen, in partnership with the University of Pretoria, Physiology Department. Over the years the NAP™ has been used widely in the corporate sector within South Africa as well as the United States and in Australia. Its assessment results are utilised for individual coaching and for team enhancement. The instrument has been updated and improved in response to the accumulated assessment data that have been collected in South Africa as well as globally. The most updated NAP™ version was published in 2018. It is this most recent version that has been utilised in the present study.

The Neuro-Agility Profile™ (NAP™) was chosen for the study because of its comprehensive evaluation of spiritual intelligence, one of the constructs under investigation. Furthermore, the Neuro-Agility Profile™ addresses the present study's theoretical framework (see Chapter 3) in that it also assesses neurology and physiology. No other assessment tool was found that comprehensively assesses spiritual intelligence, neurology and physiology in one integrated instrument. It was of particular advantage that the assessment instrument has been developed in South Africa and therefore, bears relevance to the South African corporate sample under investigation. As such, the advantages of the use of this assessment instrument far outweigh its limitations. The main limitation of the instrument is that it is not yet validated and accredited by the HPCSA. However, the validation process is underway.

The Neuro-Agility Profile™ has 173 items. These items are allocated along five (5) domains. These domains are: Intelligence Preference; Brain Dominance; Physiological Drivers; Sensory Learning and Information Processing. The most

relevant scales for the present study are Spiritual Intelligence (within Intelligence Preference), Brain Dominance and Physiological Drivers.

As mentioned previously, the NAP™ does not yet have reliability norms. Cronbach Alpha scales are in the process of being established by the University of Pretoria, Physiology Department, in partnership with the developers of the Neuro-Agility Profile™. In the absence of Cronbach norms, a different set of norms have been established. Proportions of the South African and global population scores that indicate what percentage of the population falls within which range. These norms have been established in terms of spiritual intelligence, brain dominance and physiological drivers. These norms are outlined in Tables 4.9, 4.10 and 4.11 respectively.

Table 4.9: NAP Spiritual Intelligence Population representation

Spiritual Intelligence	
Creative Intelligence	8%
Naturalistic Intelligence	10%
Musical Intelligence	12%
Spiritual Intelligence	12%

Spiritual Intelligence – This scale assumes that different individuals have unique neurological designs that demonstrate their intelligence preference. The tool categorises various intelligence preferences including spiritual Intelligence, which is the focal point of the present study.

Table 4.10 NAP Brain Dominance in Population Representation

Brain Dominance	
Left Hemisphere Dominance	52%
Right Hemisphere Dominance	48%

Brain Dominance – This scale assesses whether an individual has right or left hemisphere dominance; whether they are expressive or receptive; and whether they are rational or emotional.

Table 4.11: NAP Physiological Drivers in Population Representation

Physiological Drivers	
Brain Fitness	46%
Stress Management	64%
Mindset/Attitude	70%
Nutrition habits	54%
Sleep Habits	61%
Exercise Habit	49%

Physiological Drivers – The assessment tool identifies six physiological drivers that influence optimum physiological performance and how well an individual’s brain functions as a result of those drivers. These are: Brain Fitness, Stress Management, Sleep Habits, Nutrition, Exercise, and general attitude to life, also referred to as Mindset.

4.7 Qualitative Measures

As mentioned in 4.6.1, a short biographical information questionnaire was used to access participant information pertaining to their demographic and biographical profiles. The information questionnaire was for both the quantitative and the qualitative data collection process. Phase 2 of the data collection process involved open ended, semi-structured interviews. A semi-structured interview is a data collection method that relies on asking exploratory questions to participants to arrive at participants’

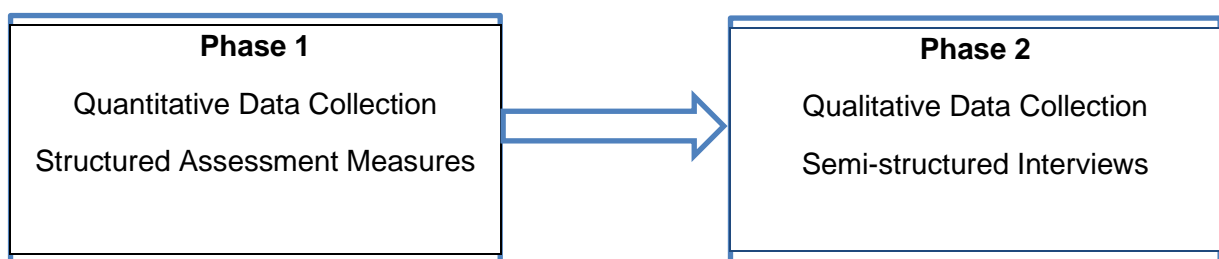
perceptions and understanding of a phenomenon under investigation (Adeoye-Olatunde & Olenik, 2021). Semi-structured interviews are framed with several guiding questions to facilitate the interview's exploratory process. In order to ascertain subjective understanding of the role of personality, emotional and spiritual intelligence in a leader in corporate South Africa, semi-structured interviews were conducted with six (6) of the seventy (70) participants.

A general interview guide was compiled in advance to guide the researcher when interviewing participants. The interview guide was informed by the three (3) constructs under investigation. The said guide was structured to solicit rich data with regards to participants' subjective perceptions, understanding and experience on the role of personality, emotional intelligence and spiritual intelligence among corporate leadership in South Africa. The rich data obtained in the interviews would then be integrated with the quantitative data during the integration and interpretation stage of the research. A copy of the interview guide is attached in Appendix E.

4.8 Data Collection Procedure

As mentioned in 4.1, a two-phased approach to data collection was embarked upon.

Figure 4.3: Sequential Explanatory Mixed Methods Design



4.8.1 Quantitative Data Collection (Phase 1)

Standard practice in modern day assessment protocol is that assessments mostly take place online. The developer/ custodian of any assessment instrument generates an electronic link for assessment purposes. The link gets directed to the assessment delegate. Upon completion of that assessment, an automated scoring process ensues. A report is then automatically generated and sent to a designated

individual. In the present study's quantitative data collection, electronic links were generated by the respective custodians of the HPI, the EQi2.0 and the NAP™. These links were forwarded to the researcher. It was the researcher who then sent these links to each of the seventy (70) participants. Each participant received their own set of three (3) log-in details and assessment completion instructions (for HPI, EQi2.0 and NAP). Participants were given three weeks to complete all three assessments online. Upon completion and submitting their assessments online, the confidential results were generated by the respective assessment custodians and emailed to the researcher for analysis. Each participant's assessment results were given a unique participant code. This was to ensure that results are void of participant names, therefore protecting participant confidentiality and anonymity.

4.8.2 Qualitative data collection (Phase 2)

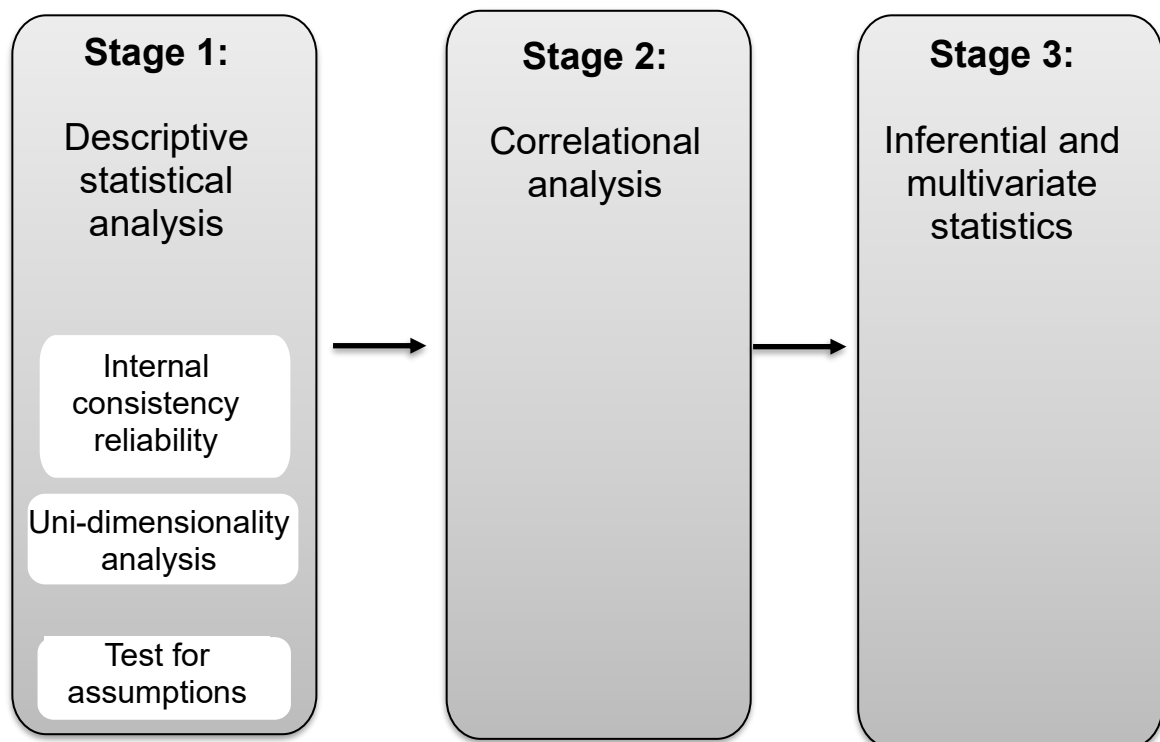
As mentioned in 4.5.2, semi-structured interviews were conducted with six (6) participants from the total sample size of seventy (70) participants. These interviews took place virtually using Microsoft Teams. All interviews were scheduled within the same week and within official working hours. All participants attended the interviews virtually from their respective places of work. Collecting data within such a well-defined and confined timeframe ensured that the data collection context is consistent. Each interview was scheduled to last one hour. All interviews were recorded on Microsoft Teams using the MS Teams audio-visual application. For rapport building and maintenance purposes, it was important that there was a visual component to the interview, and not only audio. All six (6) participants gave written consent for both audio and video recording.

4.9 Data Analysis

4.9.1 Quantitative Data Analysis

The quantitative data obtained was captured into a database and analysed using SPSS version 26©. Figure 4.4 outlines the analysis process followed.

Figure 4.4: Quantitative data analysis process



Step 1: Descriptive statistical analysis was done which included determining the reliability of the quantitative measures and calculating the means, standard deviations, and kurtosis of the data. Frequency tables were also computed during this step.

Stage 2: Correlational analysis was done between the three (3) constructs under study. This involved:

- Between emotional intelligence and personality;
- Between emotional intelligence and spiritual intelligence;
- Between personality and spiritual intelligence.

Stage 3: Multiple regression was performed in order to determine the proportion of variance that is explained by the independent variables (personality scales and spiritual intelligence) regarding the scores of the dependent variables (emotional intelligence scales). Emotional intelligence was chosen as a dependent variable. This was done for several reasons. Firstly, as discussed in 2.3.1, personality is said to be relatively static and fixed. As mentioned, personality is said to be stable patterns of thoughts, emotions and behaviour patterns over time (Colbert, Barrick & Bradley, 2014; Hogan & Kaiser, 2005; Kornor & Nordvik, 2004; Rathee, 2019). Therefore, it makes sense that personality would be independent of emotional intelligence, which is adaptable and can improve over time as mentioned in 2.3.2.

Secondly, spiritual intelligence could not have been used as a dependent variable given that it is still a relatively young construct and a developing field of study (see 2.3.3.3). Spiritual intelligence has not yet framed a conclusive consensus around its definition and its measure (Dent, Higgins & Wharff 2005). Subsequently, relatively little is known about spiritual intelligence as a construct. Therefore, for the exploratory purpose of this study, it cannot be used as a dependent variable. One of the main reasons for this decision about dependent variables and independent variables is that emotional intelligence has widely been established as having a significant positive correlation with, and impact on leadership (Alon & Higgins 2005; Cavallo, 2006; Hernandez, Luthanen, Ramsel & Satuke 2015; Stein & Book, 2011). However, what has not yet been established is the extent to which personality and spiritual intelligence have an impact on emotional intelligence.

4.9.2 Qualitative Data Analysis

The recorded semi-structured interviews were transcribed. Inductive thematic analysis was conducted on the qualitative data retrieved from the transcribed interviews. This is a form of analysis that involves reading through textual data and identifying and coding emergent themes within that data. According to Braun and Clarke (2006), thematic analysis should be seen as a foundational method for qualitative analysis. This form of analysis provides a clear and usable framework for doing thematic analysis (Maguire & Delahunt, 2017). Furthermore, incorporating such a widely used framework is considered as a contributing factor to the credibility of the study's qualitative analysis.

This part of the analysis included Braun and Clarke (2006)'s six (6) phases of thematic analysis. The six (6) phases are displayed in Table 4.12 below.

Table 4.12: Six phase approach of thematic analysis

Phase	Description
1	Familiarisation with the data.
2	Generating and allocating initial codes
3	Searching for themes
4	Reviewing themes
5	Defining and naming themes
6	Compiling outcome report

Phase 6 will be replaced with the discussion chapter as part of integration of all results.

4.9.3 Integration of Quantitative and Qualitative Results

Integration is an intentional process by which the researcher brings quantitative and qualitative approaches together in a study (Guetterman, Feters & Creswell, 2015). Guetterman et al. (2015) argue that quantitative and qualitative data then become interdependent in addressing the research question. Further, integration occurs when the qualitative and the quantitative data are fused and produce information that support each other mutually (Santos, Erdmann, Meirelles, Lanzoni, Cunha & Ross, 2017). This process allows for the identification of the convergence and divergence of qualitative and quantitative data, thus contributing to results that mutually complement each other (Almalki, 2016).

In the present study, having analysed the quantitative relationship between personality, emotional intelligence and spiritual intelligence, these relationships are fused with participants' qualitative perspectives of the role of personality, emotional intelligence and spiritual intelligence in the leadership of corporate South Africa. This integration provides convergent conceptualisation of the roles of the three (3) constructs in leadership. Specifically, a joint display mechanism is utilised. According to Guetterman et al. (2015), a joint display is defined as a way to integrate the data by bringing the data together through a visual means, and to draw out new insights beyond the information gained from the separate quantitative and qualitative results. Furthermore, the display assists with the understanding of how quantitative and qualitative data interfaced.

4.10 Research Quality

According to Muller (2021), when reporting the results of a study, it is imperative to establish the quality of the research. While internal threats to validity impede the researcher's ability to obtain accurate inferences from the data, external threats include incorrect inferences that are generalised beyond the sample group (Creswell, 2014). In the present study rigorous research was ensured throughout, both in terms of process and content. This was particularly the case given that a mixed methods approach followed in this study enhances the validity of the results (Creswell, 2014). In other words, the strengths of each research method are accentuated while the limitations of each were minimised.

In terms of credibility and trustworthiness of the data collection and analysis process, it is important to ensure that the researcher's interactions are standardised (Creswell & Plano Clark, 2011). Therefore, the researcher followed the same protocol during each interview. The researcher conducted all the interviews by using the same interview guide and progression of questions. Further, all interviews took place within a specific timeframe, specifically within one week, during official working hours between Monday and Friday.

The research analysis that is unpacked in Chapter 6 allows for the experiences described, to be meaningful within their context. In addition, a detailed description of the research process employed in this study in which the role of the researcher is elucidated, has been presented in this chapter. Further, in this chapter the data collection methods, analysis and interpretation have been discussed in depth. Moreover, records were kept throughout the study to serve as an audit trail.

4.11 Ethical Considerations

In the present study, prior to any data collection commencement, ethical clearance was obtained from the Research and Ethics committee of the Faculty of Humanities at the University of Pretoria (see Appendix F). In terms of engagement with each of the participants, information was shared with them about the purpose, procedure and general nature of the research study. This was communicated electronically with all participants and with their organisations as well. Some participants engaged telephonically with the researcher for further clarity. Informed written consent was obtained from all participants (see Appendix C and D). This is in line with Section 3.10 and Section 8.02 of the American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct manual (2010). It was clearly indicated that participants will not be compensated for participating in the study. It was also highlighted to participants that participation was completely voluntarily and that should they express the need to withdraw at any stage prior to analysis, that this would not prejudice them in any way.

It is critical to protect participants' personal identity and information. Therefore, biographical details of participants were treated as confidential, and anonymity was

ensured. To that end, participants' identities were replaced with a participant number. For example, participant 1, participant 2, etcetera, replaced the names of each participant. This is in line with Section 4 of the ethical guidelines' emphasis on privacy and confidentiality that asserts that confidentiality and privacy of research participants is maintained as far as possible (APA, 2010). Furthermore, participants were informed that the results of the study were purely obtained for research purposes. A free debriefing and/or counselling session by an appropriate professional was offered in the event of psychological distress caused at any stage of the study. Participants were also informed that all data collected will be stored at the Department of Psychology for a minimum of 15 years. This data will not be used for future research purposes.

4.12 Conclusion

This chapter has indicated that a Sequential Explanatory Mixed Method Design was used to guide the data collection process in this study. Purposive sampling was the technique of choice for quantitative data collection. For the second phase of data collection, namely the qualitative phase, convenience sampling was used.

Three (3) assessment instruments were used to collect quantitative data. These are the Hogan Personality Inventory (HPI), Emotional Intelligence Quotient (EQi2.0) as well as the Neuro Agility Profile (NAP). Semi-structured interviews were used to collect qualitative data. Quantitative data analysis involved IBM SPSS Version 26© while inductive thematic analysis was used to analyse the qualitative data. Chapter 5 focuses on the quantitative results obtained while chapter 6 focuses on the qualitative results.

CHAPTER 5

QUANTITATIVE RESULTS

5.1 Introduction

The present chapter unpacks the results obtained after the quantitative data was analysed. The chapter initially focuses on the results of the descriptive statistical analysis, whereafter the results of the correlational analysis are presented. Finally, the chapter discusses the findings of a stepwise multiple regression analysis. A brief interpretation of each result is provided throughout the chapter.

5.2 Descriptive statistics: Personality, Emotional and Spiritual Intelligence

Descriptive statistics are obtained only after the statistical analysis of the numerical data, which could be either discrete, continuous or both. Descriptive statistics provide information on the centrality and distribution of data, as well as the prevalence of the constructs under investigation. The results of this type of analysis can be presented in tabular or graphic format (De Vos, Delport, Fouche & Strydom 2011; Salkind, 1997). A tabular format is used in the present study.

As was mentioned in 4.6.2, three (3) measures were utilised during the quantitative phase of data collection in this study. These are:

- Hogan Personality Inventory (HPI)
- Emotional Intelligence Assessment (EQi2.0)
- Neuro Agility Profile (NAP)

The results of the descriptive analysis of the above are presented next.

5.2.1 The Hogan Personality Inventory (HPI)

Table 5.1 displays the results obtained for personality, using the HPI

Table 5.1: Descriptive statistics of the HPI (n = 70)

Composite scale	N	Std.						
		Mean	Median	Deviation	Minimum	Maximum	Skewness	Kurtosis
Adjustment	70	42.10	40.00	29.493	1	99	.389	-1.064
Ambition	70	61.65	61.00	24.993	1	100	-.401	-.610
Sociability	70	56.89	54.00	30.542	4	100	-.181	-1.418
Interpersonal Sensitivity	70	57.82	52.00	28.568	0	100	-.421	-.913
Prudence	70	38.31	38.00	28.775	0	98	.552	-.706
Inquisitive	70	57.25	64.00	29.052	3	99	-.365	-1.019
Learning Approach	70	58.87	61.00	28.985	2	100	-.105	-1.282

As was mentioned in 4.6.2.1, the HPI consists of seven (7) scales, namely Adjustment, Ambition, Sociability, Interpersonal Sensitivity, Prudence, Inquisitive and Learning Approach. Since the minimum and maximum to be obtained on each of the scales is 0 and 100 respectively, the midpoint that will determine whether someone scores above average (high), average or below average (low), is 50. The mean scores obtained were compared with the midpoint, in other words, which participants fall below or above the median. Each of the scales are defined below, in line with the HPI Technical Manual, compiled by Hogan and Hogan (2007).

The Adjustment scale reflects the degree to which a person is calm and self-accepting in the face of pressure, or conversely self-critical and tense. Persons with high scores rarely take things personally and generally handle stress well (Hogan & Hogan, 2007). According to the HPI Interpretation Manual, scores of 0 to 25 are considered low, scores of 26 to 50 are considered below average, scores of 51 to 75 are considered above average, and scores 76 and above are considered high.

Table 5.1 indicates a mean score of 42.10 ($SD = 29.43$) for Adjustment. The mean suggests that the sample as a whole, falls within the below average range. It can be

surmised that the sample exhibits more sensitivity towards others and are self-critical. Participants are likely to seek feedback or coaching, worry about making mistakes and work with a sense of urgency.

The Ambition scale indicates the degree to which a person seems socially self-confident. Such people have the tendency to take the lead during social interactions and appear to be competitive and energetic (Hogan & Hogan, 2007). The latter description encapsulates persons with high scores. Table 5.1 indicates the mean score of 61.65 ($SD = 24.99$) for Ambition. The mean score suggests that participants fall within the above average range of between 51 and 75. Resultantly, the sample as a whole appears to be ambitious, socially self-confident and will tend to take the lead during social interactions.

Sociability demonstrates the extent to which a person seems to need and/or enjoy interacting with others (Hogan & Hogan, 2007). Given the mean score of 56.89 ($SD = 30.54$), participants fall within the above average range of between 51 to 75. This means that participants are likely to enjoy interacting with others.

Interpersonal Sensitivity measures the level at which a person is perceived as perceptive, tactful and socially sensitive (Hogan & Hogan, 2007). The mean score of 57.82 ($SD = 28.57$) suggests that participants fall within the above average range of between 51 and 75. This indicates that the sample is likely to be seen as perceptive, tactful and have social sensitivity. They are also likely to be as much task-oriented, as they are relationship-oriented.

The Prudence scale assesses a tendency to deliberate carefully and to inhibit impulses. It further assesses how conscientious, conforming and dependable a person is (Hogan & Hogan, 2007). Low scorers tend to act on impulse and tend not to consider consequences, whereas high scorers consider their options carefully and tend to be cautious and self-controlled. The mean score of 38.31 ($SD = 28.77$) suggests that participants fall within the below average range of between 26 and 50. This means that they tend to act on impulse, are less likely to follow rules when those rules are not aligned with clear purpose. They are also likely to have little regard for consequences for their lack of compliance and impulsivity.

The Inquisitive scale measures the degree to which a person is perceived as bright, creative and interested in intellectual matters. Low scores indicate practical, grounded, and not easily bored when faced with routine activity. Low scores also indicate that a person tends to dislike philosophical abstractions, tends to prefer implementation over design work, and resists trying new methods and procedures (Hogan & Hogan, 2007). The mean score of 57.25 (SD = 29.05) falls within the above average range of between 51 and 75. This suggests that participants are more likely to be perceived as bright, creative and interested in intellectual matters. They are also likely to be philosophical and abstract in thought.

Learning Approach is a scale that evaluates the level at which a person seems to enjoy academic activities and values educational achievement for its own sake. Low scores tend to indicate preference for learning new skills on the job in a hands-on manner, avoiding formal training opportunities unless the business relevance is clear. Low scorers are mostly not interested in keeping up with technical or industry trends and only seek knowledge that is directly related to their personal career or hobbies (Hogan & Hogan, 2007). The mean score of 58.87 (SD = 28.98) indicates that the participants' mean is above average and, therefore, participants are more likely to enjoy academic activities and value educational achievement.

Overall, participants scored above average for all scales except for Adjustment and for Prudence. The latter and former are below average. The scores suggest that leaders in the present study are ambitious and sociable, with a high degree of interpersonal sensitivity. The leaders in the present study are inquisitive and eager to learn academically. However, though spontaneous, they are likely to be self-critical. They also tend not to heed rules that are not perceived to be meaningful and have specific purpose.

5.2.2 Emotional Intelligence Scale (EQi2.0)

Table 5.2 displays the results obtained with regards to emotional intelligence.

Table 5.2: Descriptive statistics of the EQi2.0 (n = 70)

Composite scale	N	Mean	Median	Std.		Kurtosis		Skewness
				Deviation	Min	Max	s	
Self-Perception Composite	70	99.10	100.00	15.064	30	123	5.415	-1.573
Self-Expression Composite	70	102.86	102.00	13.944	39	131	5.418	-1.171
Interpersonal Composite	70	100.63	102.00	14.659	51	125	.676	-.671
Decision-making Composite	70	99.01	99.50	13.753	71	125	-.731	-.067
Stress Management Composite	70	99.33	99.50	12.830	66	125	-.120	-.143

In 4.6.2.2, it was indicated that the EQi2.0 consists of five (5) composite scales, namely Self-perception, Self-expression, Interpersonal, Decision-making and Stress Management. According to Multi-Health Systems (2011), scores below 90 indicate under development or below average. Scores between 90 and 110 indicate effective or adequate functioning (average), while scores above 110 indicate over development (above average) in that composite score.

The mean scores were the focus of analysis during the interpretation of the EQ data. Each of the scales are outlined in relation to the categories provided above.

Self-Perception measures one's awareness of how emotions impact the self and others, one's perception of their abilities and development areas, as well as one's hunger for self-improvement (Stein & Book, 2011). Table 5.2 indicates a mean score of 99.10 (SD = 15.06). The score suggests that participants are largely within the effective/ adequate functioning range. This means that their sense of self and desire to continuously improve are adequately developed for the roles that they occupy.

Self-expression is the ability to openly and congruently express one's thoughts and feelings, both verbally and non-verbally. According to Health Systems (2011), it is also about being courageous enough to share one's opinion on a topic, despite the majority of those around one being differently persuaded. The mean score of 102.86 (SD = 13.94) indicates that many participants are within effective/ adequate range of

functioning. In other words, participants are able to make their views heard without being offensive or submissive.

The Interpersonal composite scale is about understanding and interacting with others in a manner that inspires trust and interdependence (Health Systems, 2011). This scale is most evident in team interactions. This is because such interactions tend to demonstrate the extent to which interpersonal relationships are mutually beneficial in a team or lack mutual benefit. The present participants have a mean score of 100.63 (SD = 14.65) which indicates effective/ adequate functioning. The score suggests that participants experience interacting with others as mutually beneficial, are trusting and have a sense of interdependency in order to achieve common goals.

Decision-making reflects the ability to make optimal choices, despite emotionally laden circumstances (Goleman & Boyatzis, 2008). In other words, the scale focuses on mastery of arriving at conclusions without being derailed by the intensity of emotion or being impulsive. As with the preceding three (3) composite scales, participants have demonstrated effective and adequate functioning as reflected in the 99.01 mean score (SD = 13.75). This means that participants are able to excise objectivity and minimise personal bias when making decisions, especially decisions that are emotionally laden.

Stress Management is defined as the ability to be flexible and adaptable, to tolerate stress, possess high resilience levels, and the degree of optimism one can harbour (Hernandez, Luthanen, Ramsel & Satuke, 2015). Part of this domain includes the ability to remain calm and focused, change direction or beliefs when presented with new, more credible evidence and constructively withstand adverse events (Anandanatarajan, 2019; Barton, 2022). The mean score of 99.33 (SD = 12.83) demonstrates that participants fall within the effective/ adequate range of functioning. In terms of behavioural manifestation, participants are likely to be adaptable in the face of change and demonstrate resilience in stressful circumstances.

Participants' emotional intelligence scoring in this study indicate that they function adequately in all spheres of emotional intelligence. They have a healthy personal relationship with themselves as individuals and are likely to share their opinions in a calm and understandable manner. They tend to have mutually beneficial relationships

with others. Participants also have the ability to make emotionally laden decisions without being consumed by emotion. Lastly, they can manage stress adequately. Given the already established correlation between emotional intelligence and leadership (as discussed in 2.3.2), the above emotional intelligence description suggests that participants in the present study tend to lead adequately.

5.2.3 Neuro-Agility Profile (NAP™)

Table 5.3 displays the results obtained on spiritual intelligence.

Table 5.3: Descriptive statistics of the NAP (n = 70)

Composite Scales	N	Mean	Median	Std.		Kurtosis	Skewness
				Deviation	Min		
Spiritual Intelligence	70	8.69	9.00	1.565	3	1.548	-1.301
Creative Intelligence	70	5.73	6.00	1.910	1	-.625	-.138
Nature Intelligence	70	6.67	7.00	2.295	1	-.256	-.509
Musical Intelligence	70	7.57	8.00	1.806	3	-.234	-.605

As mentioned in 4.6.2.3, it is important to note that according to the developers of the NAP™, the definition of Spiritual Intelligence as a construct, also includes elements of Creative Intelligence, Nature Intelligence and Musical Intelligence (Vermeulen, 2018). The results for these constructs are presented next.

Since the maximum to be obtained on each of the four (4) scales is 10, the midpoint of each score is five (5). Each of the scales are defined below, in line with the NAP™ Technical Manual, compiled by Vermeulen (2018).

Spiritual Intelligence has been established as made up of three (3) critical attributes (see 2.3.3). These are firstly, inter-connectedness of the self, with others and with systems in one's environment. Secondly, it is about the creation of meaning and purpose for life and events around oneself. Thirdly, it is about a heightened consciousness (deep awareness). The mean score of 8.69 (SD = 1.565) indicates that most of the participants scored very high on Spiritual Intelligence. The score suggests that participants in this study tend to engage with others in a manner that demonstrates

interconnectedness, they have a strong sense of purpose, and they have a heightened level of consciousness.

Creative Intelligence is demonstrated in the ability to think in new and original ways, being fluent in generating ideas and looking at things from different perspectives (Neuro-Agility Training Manual, 2018). The mean score of 5.73 (SD = 1.910) suggests that most participants are as creative as they are not. In other words, they are not significantly more creative than average.

Nature Intelligence reflects a person's ability to connect with, and interact with various aspects of nature, including animals, plants, trees and flowers. A person who scores high in Nature Intelligence is one who is interested in global and environmental issues (Neuro-Agility Training Manual, 2018). In the present study, the mean score of 6.67 (SD = 2.295) is not much higher than the midpoint of 5. This indicates that participants are likely to have a non-committal perspective of global and environmental issues. It is likely that when prioritising resources for competing organisational priorities, matters of sustainability might not always enjoy much focus. It is interesting to note that the standard deviation in the highest, in relation to the other NAP™ scores. This suggests that there was a wider variation of scoring on this subscale, compared to the other NAP™ subscales.

Musical Intelligence is measured by a person's ability to understand the emotional power that can be evoked by music. It is also about how emotions that are evoked, can lead to a positive posture and presentation. Musical Intelligence also measures complex organisation of music, identify pitch, rhyme and rhythm (Neuro-Agility Training Manual, 2018). The mean score of 7.57 (SD = 1.806) is much higher than the midpoint of 5. This suggests that participants possess a high appreciation of the emotional role of music. It is therefore likely that participants may retreat to music as a source of connecting with the self and with others.

Since it appears that the mean scores tend to be higher than the midpoint of 5, one could assume that participants in this study have mastery of Spiritual Intelligence as articulated in chapter 2 (see 2.3.3) as well as earlier in 5.2.3. The overall findings of NAP™ on Spiritual Intelligence suggests that participants are motivated by a sense of purpose. They are also conscious of interconnectedness of all elements in their

organisation, namely people and systems. Further, they are intentional about deriving meaning from both challenging and pleasant experiences.

5.3 The Relationship between Subscales of Personality, Emotional Intelligence and Spiritual Intelligence

A correlational analysis was used to describe the strength and the direction of the linear relationship between variables (Pallant, 2020). One of the objectives of this study was to determine if relationships exist between Personality, Emotional Intelligence and Spiritual Intelligence. To achieve this objective, Spearman's rank order correlation was calculated. The non-parametric Spearman's rank was performed because some of the variables' scores were not normally distributed. To facilitate better understanding for the reader, the matrix was broken up in three (3) analyses which indicate the relationship between:

- Spiritual Intelligence and Emotional Intelligence subscales;
- Personality and Emotional Intelligence subscales;
- Spiritual Intelligence and Personality subscales.

The results of the above are presented next.

5.3.1 Correlations between Spiritual Intelligence and Emotional Intelligence subscales

The results demonstrating the correlations between the subscales of spiritual intelligence and those of emotional intelligence are displayed in Table 5.4

Table 5.4 Correlation coefficients for Spiritual Intelligence and Emotional Intelligence Subscales

Composite Scale	Creative Intelligence	Nature Intelligence	Musical Intelligence	Spiritual Intelligence
Self-Perception	0.045	0.133	-0.165	.457**
Self-Expression	0.019	0.127	0.159	.336**
Interpersonal	.326**	0.141	0.073	.382**
Decision-making	-0.046	0.076	-0.023	0.198
Stress Management	.320**	0.206	0.080	.313**

** $p \leq .01$ Correlation is significant at the 0.01 level (2-tailed)

* $p \leq .05$ Correlation is significant at the 0.05 level (2-tailed)

Table 5.4 indicates that there is a significant moderate positive relationship between Interpersonal and Creative Intelligence ($r = .326$; $p \leq .01$). Creative Intelligence also displayed a significant moderate relationship with Stress Management ($r = .320$; $p \leq .01$). These findings suggest that the higher the leader's Creative Intelligence, the more likely they are to have good interpersonal relationships. In addition, the higher their Creative intelligence, the better they are able to manage stress.

Spiritual Intelligence displayed significant positive relationships with Self-Perceptions ($r = .457$; $p \leq .01$), Self-Expression ($r = .336$; $p \leq .01$), Interpersonal ($r = .382$; $p \leq .01$) and Stress Management ($r = .313$; $p \leq .01$). The results show a consistent significant positive relationship between Spiritual Intelligence and four (4) of the five (5) aspects of Emotional Intelligence. The finding suggests that the higher the leader's Spiritual Intelligence, the more likely the leader will have a high perception of themselves. They are also likely to express their strong opinions calmly and articulately, thereby enabling mutually beneficial interpersonal relationships. Participants scoring high on Spiritual Intelligence are also likely to manage stress well.

It is interesting to note that Decision-making is the only composite scale that does not correlate with Spiritual Intelligence. It is possible that, since Decision-making is more of a cognitive activity and Spiritual Intelligence is more of an emotive activity, there is no correlation between the two (2).

5.3.2 Correlations between Personality and Emotional Intelligence Subscales

The results demonstrating the correlations between subscales of Emotional Intelligence and those of Personality are displayed in Table 5.5

Table 5.5: Correlation coefficients for Personality and Emotional Intelligence Subscales

Composite Scale	Adjustment	Ambition	Sociability	Interpersonal Sensitivity	Prudence	Inquisitive	Learning Approach
Self-Perception	.401**	.291*	-0.051	.374**	0.211	0.170	.326**
Self-Expression	.429**	.328**	-0.072	.377**	0.156	0.128	0.188
Interpersonal Decision-Making	.272*	0.122	0.059	.513**	.243*	0.186	0.046
Stress Management	.520**	0.170	-.344**	.308*	.292*	0.083	.486**
	.463**	.361**	0.002	.394**	0.042	.308*	.285*

** $p \leq .01$ Correlation is significant at the 0.01 level (2-tailed)

* $p \leq .05$ Correlation is significant at the 0.05 level (2-tailed)

Results demonstrated that there was a significant positive relationship between Adjustment and Self-perception ($r = 0.401$ at $p \leq 0.01$), between Adjustment and Self-expression (0.429 at $p \leq .01$), between Adjustment and Decision-making ($r = 0.520$ at $p \leq 0.01$), as well as between Adjustment and Stress Management ($r = 0.463$ at $p \leq 0.01$). These findings indicate that when a leader is well adjusted, he/she tends to have a good personal relationship with him/herself. In this instance, the leader is also able to articulate his/her opinion calmly and clearly, has capacity to make decisions well, without being derailed by emotion. Further, a leader scoring high on Adjustment tends to manage stress well.

In terms of Ambition, there was a positive significant relationship between Ambition and Self-expression ($r = 0.328$ at $p \leq 0.01$), as well as between Ambition and Stress Management ($r = 0.361$ at $p \leq 0.01$). This signifies that when a leader is ambitious, s/he can express him/herself calmly and articulately, while managing his/her stress well.

The results on Sociability suggested that there is a significant negative relationship between Sociability and Decision-making ($r = -0.344$ at $p \leq 0.01$). This means that the more a leader is sociable, the less likely he/she is able to make emotionally laden decisions in a manner that is grounded and agreeable to the context at hand. As suggested in 5.3.1, it is possible that this relationship is negative because Decision-

making is a cognitive process while Sociability is concerned with social connections, which can be associated with emotive functioning.

The results on Interpersonal Sensitivity indicated that there is a strong positive relationship between four (4) of the five (5) Emotional Intelligence composite scales. There was a strong positive relationship between Interpersonal Sensitivity and Self-Perception ($r = 0.374$ at $p \leq 0.01$), between Interpersonal Sensitivity and Self-Expression ($r = 0.377$ at $p \leq 0.01$), between Interpersonal Sensitivity and Interpersonal (0.513 at $p \leq 0.01$) as well as between Interpersonal Sensitivity and Stress Management ($r = 0.394$ at $p \leq 0.01$). These correlations indicate that when a leader has a high interpersonal sensitivity, then he/she tends to also have a high perception of him/herself and can express him/herself adequately. Perhaps as a result of this, he/she is able to enjoy mutually beneficial relationships and is able to manage stress well.

The results of Learning Approach indicated that there are two (2) strong and positive relationships with Emotional Intelligence subscales. There was a strong positive relationship between Learning Approach and Self-perception ($r = 0.326$ at $p \leq 0.01$) and a strong positive relationship between Learning Approach and Decision-making ($r = 0.486$ at $p \leq 0.01$). This finding suggests that when a leader has a high degree of interest to learn, then he/she also has a high level of perception with regards to him/herself. Also, when a leader has a high learning approach, this means that he/she is able to arrive at work-related conclusions adequately.

The relationship between subscales of Personality and Emotional Intelligence, suggest that the higher a leader's Adjustment, the more likely they are to have good interpersonal relationships. The higher their Interpersonal Sensitivity scores, the more likely they are to have adequate Decision-making acumen. Since there is no correlation between Prudence and Emotional Intelligence subscales, as well as no correlation between Inquisitive and Emotional Intelligence subscales, this suggests that Emotional Intelligence is not relevant in a leader's sense of cautiousness and a leader's sense of curiosity.

5.3.3 Correlations between Spiritual Intelligence and Personality subscales

The results demonstrating the correlation between subscales of Spiritual Intelligence and those of Personality are displayed in Table 5.6

Table 5.6: Correlation coefficients for Spiritual Intelligence and Personality Subscales

Composite Scale	Creative Intelligence	Nature Intelligence	Musical Intelligence	Spiritual Intelligence
Adjustment	0.142	0.049	0.063	.424**
Ambition	.257*	0.181	0.173	.348**
Sociability	.367**	.271*	0.128	-0.072
Interpersonal Sensitivity	0.137	0.085	0.215	.273*
Prudence	-0.128	-0.069	-0.161	0.227
Inquisitive	.344**	.398**	0.172	-0.043
Learning Approach	0.056	0.224	-0.022	-0.090

** $p \leq .01$ Correlation is significant at the 0.01 level (2-tailed)

* $p \leq .05$ Correlation is significant at the 0.05 level (2-tailed)

The results of the relationship between Spiritual Intelligence and Personality subscales indicated that there are very few strong positive relationships among the variables in the two (2) constructs. Creative Intelligence correlated significantly and positively with Sociability ($r = 0.367$ at $p \leq 0.01$) and with Inquisitive ($r = 0.344$ at $p \leq 0.01$). This suggests that the more creative a leader is, the more likely he/she is to be sociable and inquisitive.

In terms of Nature Intelligence, there exists a strong positive relationship with the Inquisitive subscale of Personality ($r = 0.398$ at $p \leq 0.01$). This suggests that the higher a leader's Nature Intelligence is, the more likely they are to have a sense of curiosity.

Spiritual Intelligence correlated positively and significantly with Adjustment ($r = 0.424$ at $p \leq 0.01$) and Ambition ($r = 0.348$ at $p \leq 0.01$) subscales of Personality. This finding suggests that when a leader has a high level of spiritual intelligence, then he/she is likely to be more adjusted. They are likely to also be goal-orientated, in terms of seeking to achieve results, against odds.

5.4 Correlations between the Physiological Drivers, and Subscales of Personality, Emotional Intelligence and Spiritual Intelligence

The present section seeks to understand the relationship between subscales of the three (3) constructs in this study and the six (6) physiological drivers, i.e. Brain Fitness, Stress Coping, Nutrition, Mindset, Sleep and Exercise, that were discussed in 3.2.3. The results obtained for the correlations between subscales of Personality and physiological drivers is looked at first.

5.4.1 Correlations between Personality Subscales and Physiological Drivers

The results demonstrating the correlations between subscales of Personality and the physiological drivers are displayed in Table 5.7

Table 5.7: Correlation coefficients for Personality Subscales and the Physiological Drivers

			Brain Fitness	Stress Coping	Nutrition	Mindset	Sleep	Exercise
Spearman's rho	Adjustment	Correlation Coefficient	-0,140	.259*	0,050	.413**	0,113	0,044
		Sig. (2-tailed)	0,250	0,032	0,681	0,000	0,357	0,719
	Ambition	Correlation Coefficient	-0,040	0,189	.259*	0,184	0,178	.261*
		Sig. (2-tailed)	0,743	0,119	0,032	0,129	0,144	0,030
	Sociability	Correlation Coefficient	-0,027	-0,015	0,072	0,026	-0,092	0,084
		Sig. (2-tailed)	0,826	0,906	0,559	0,831	0,452	0,492
	Interpersonal Sensitivity	Correlation Coefficient	0,050	.327**	.316**	.339**	.324**	.258*
		Sig. (2-tailed)	0,681	0,006	0,008	0,004	0,007	0,033
	Prudence	Correlation Coefficient	-0,115	0,082	0,181	0,174	.272*	-0,044
		Sig. (2-tailed)	0,346	0,501	0,136	0,152	0,023	0,722
	Inquisitive	Correlation Coefficient	0,011	0,074	.246*	-0,091	0,070	.383**
		Sig. (2-tailed)	0,930	0,548	0,042	0,458	0,567	0,001
	Learning Approach	Correlation Coefficient	.358**	0,093	0,191	-0,107	0,232	.297*
		Sig. (2-tailed)	0,003	0,446	0,117	0,380	0,055	0,013
		N	70	70	70	70	70	70

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed)

Table 5.7 demonstrates that there was a significant positive relationship between Adjustment and Stress Coping ($r = 0.259$ at $p \leq 0.05$), as well as between Adjustment and Mindset ($r = 0.413$ at $p \leq .01$). This finding suggests that when a leader's Adjustment score is high, then he/she copes well with stress. The more they have adjusted to a set of challenging circumstances, the more likely they are to have a growth mindset.

In terms of the Ambition scale, there was a significant positive relationship between Ambition and Nutrition ($r = .259$ at $p \leq 0.05$) as well as between Ambition and Exercise ($r = .261$ at $p \leq 0.05$). This finding suggests that the more ambitious a leader is, the more likely he/she is to prioritise good nutrition habits as well as an adequate exercise regimen.

Interpersonal Sensitivity had a significant positive relationship with five (5) of the six (6) physiological drivers. Brain Fitness was the only one that had no correlation with Interpersonal Sensitivity. In other words, there was a significant positive relationship between Interpersonal Sensitivity and Stress Coping ($r = .327$ at $p \leq 0.01$), between Interpersonal Sensitivity and Nutrition ($r = .316$ at $p \leq 0.01$), between Interpersonal Sensitivity and Mindset ($r = .339$ at $p \leq 0.01$), between Interpersonal Sensitivity and Sleep ($r = .324$ at $p \leq 0.01$) as well as between Interpersonal Sensitivity and Exercise ($r = .258$ at $p \leq 0.05$). These findings suggest that when a leader has high Interpersonal Sensitivity, he/she tends to have a high measure of physiological drivers, save for brain fitness. The lack of correlation between Interpersonal Sensitivity and a leader's Brain Fitness may suggest that being ambidextrous is not a requirement for getting along with others.

Prudence had a significant positive relationship only with Sleep ($r = .272$ at $p \leq 0.05$). This result suggests that when a leader invests in good quantity and quality of sleep, the more likely he/she is to be judicious and frugal.

The Inquisitive scale had a significant positive relationship with Nutrition ($r = .246$ at $p \leq 0.05$) and with Exercise ($r = .383$ at $p \leq 0.01$). This result suggests that a leader is more likely to be inquisitive when they have healthy nutritional and exercise habits.

Finally, the Learning Approach scale had a significant positive relationship with Brain Fitness ($r = .358$ at $p \leq 0.01$) and with Exercise ($r = .297$ at $p \leq 0.05$). This result indicates that the higher a leader's propensity for learning, the more likely they are to be ambidextrous in terms of the use of their left and right brain hemispheres. They are also likely to have a good exercise regimen.

Given the above analysis, Nutrition and Exercise correlated significantly and positively with three (3) of the seven (7) elements of Personality, namely Ambition, Interpersonal Sensitivity and Inquisitive. Learning Approach correlated only with Exercise. This suggests that since the latter four (4) elements are about high energy engagement with entities outside of the self (namely ideas and people), it stands to reason that Exercise, as a high energy activity correlates positively with those elements of personality. On the other hand, Interpersonal Sensitivity correlated positively with all physiological drivers except for Brain Fitness. It can, therefore, be concluded that brain fitness is not a requirement for Interpersonal Sensitivity.

5.4.2 Correlation between Emotional Intelligence Subscales and Physiological Drivers

The results demonstrating the correlations between subscales of Emotional Intelligence and the physiological drivers (Brain Fitness, Stress Coping, Nutrition, Mindset, Sleep, and Exercise) are displayed in Table 5.8

Table 5.8: Correlation coefficients for Emotional Intelligence and Physiological Drivers

EQ and Drivers			Brain Fitness	Stress Coping	Nutrition	Mindset	Sleep	Exercise
Spearman's rho	Total_EI	Correlation Coefficient	0,044	.252*	.323**	.309**	.283*	0,159
		Sig. (2-tailed)	0,715	0,035	0,006	0,009	0,017	0,188
		N	70	70	70	70	70	70
	Self-Perception Composite	Correlation Coefficient	0,107	0,217	.374**	.411**	.270*	0,233
		Sig. (2-tailed)	0,377	0,071	0,001	0,000	0,024	0,052
		N	70	70	70	70	70	70
	Self-Expression Composite	Correlation Coefficient	-0,009	.243*	.238*	0,212	.272*	0,100
		Sig. (2-tailed)	0,944	0,043	0,047	0,078	0,023	0,410
		N	70	70	70	70	70	70
	Interpersonal Composite	Correlation Coefficient	-0,145	0,064	.303*	0,234	0,117	0,062
		Sig. (2-tailed)	0,231	0,596	0,011	0,051	0,337	0,610
		N	70	70	70	70	70	70
	Decision Making Composite	Correlation Coefficient	0,174	.292*	.258*	0,157	.367**	0,181
		Sig. (2-tailed)	0,150	0,014	0,031	0,195	0,002	0,134
		N	70	70	70	70	70	70
	Stress Management Composite	Correlation Coefficient	0,010	0,120	.239*	.314**	0,035	0,197
		Sig. (2-tailed)	0,935	0,322	0,046	0,008	0,774	0,101
		N	70	70	70	70	70	70

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Findings indicated a strong positive relationship, between the overall global score of Emotional Intelligence (EQ) and Stress Coping ($r = .252$ at $p \leq 0.05$), between EQ and Nutrition ($r = .323$ at $p \leq 0.01$), between EQ and Mindset ($r = .309$ at $p \leq 0.01$) as well as between EQ and Sleep ($r = .283$ at $p \leq 0.05$). There was no significant relationship with EQ and Brain Fitness, neither was there a significant relationship between EQ and Exercise. The results suggest that when a leader has a high EQ, he/she is likely to cope well with stress, possess healthy nutritional habits, have a growth mindset and invest in good sleep quantity and quality.

There was a significant positive relationship between Self-perception and Nutrition ($r = .374$ at $p \leq 0.01$), between Self-perception and Mindset ($r = .411$ at $p \leq 0.01$) as well as between Self-perception and Sleep ($r = .270$ at $p \leq 0.05$). This suggests that the higher a leader's Self-perception, the more likely a leader is to have higher levels of nutrition acumen, a growth mindset and healthy sleep habits. It can be concluded that the

higher a leader's Self-perception, the more likely they are to embark on self-care practices that include nutrition, mental growth and quality of sleep.

There was a significant positive relationship between Self-expression and Stress Coping ($r = .243$ at $p \leq 0.05$), between Self-expression and Nutrition ($r = .238$ at $p \leq 0.05$) as well as between Self-expression and Sleep ($r = .272$ at $p \leq 0.05$). These relationships suggest that the higher a leader's Self-expression, the more likely they are to cope well with stress, have adequate nutrition, as well as adequate sleep. It can be concluded that the more a leader is able to express him/herself clearly and calmly, the more likely it is that they have invested in good quality nutrition and sleep. Consequently, they also often cope well with stress.

There was a significant positive relationship between the Interpersonal Composite score and Nutrition ($r = .303$ at $p \leq 0.05$). According to the findings, the higher a leader's interpersonal score, the more likely they are to have adequate eating habits. It can be concluded that the other five (5) physiological drivers are not a requirement for the quality of interpersonal relationships of a leader.

There was a significant positive relationship between Decision-making and Stress Coping ($r = .292$ at $p \leq 0.05$), between Decision-making and Nutrition ($r = .258$ at $p \leq 0.05$) as well as between Decision-making and Sleep ($r = .367$ at $p \leq 0.01$). These findings suggest that the higher the leader's ability to make decisions, without being clouded by emotions, the more likely they are to cope well with stress, eat healthily and sleep healthily as well.

The Stress Management composite had a significant positive relationship with Nutrition ($r = .239$ at $p \leq 0.05$) and with Mindset at ($r = .314$ at $p \leq 0.01$). This finding suggests that if a leader scores high on stress management, then they are likely to also have good nutrition habits, as well as having a growth mindset.

Given the above results, Nutrition as a physiological driver, correlates consistently with all the composite scales of Emotional Intelligence. This suggests that when a leader has high emotional intelligence, then he/she is likely to be cognisant of their quality of

nutrition. It is also likely that high emotional intelligence motivates one to pay more attention to their nutritional habits.

5.4.3 Correlation between Spiritual Intelligence Subscales and Physiological Drivers

The next result looks at the correlations observed between Spiritual Intelligence subscales and the physiological drivers. These results are displayed in Table 5.9

Table 5.9 Correlation coefficients for Spiritual Intelligence subscales and Physiological Drivers

			Brain Fitness	Stress Coping	Nutrition	Mindset	Sleep	Exercise
Spearman's rho	Creative Intelligence	Correlation Coefficient	-0,193	-0,056	0,053	0,102	-0,215	-0,031
		Sig. (2-tailed)	0,110	0,645	0,665	0,401	0,073	0,797
		N	70	70	70	70	70	70
	Nature Intelligence	Correlation Coefficient	0,149	0,026	.251*	0,019	0,101	.514**
		Sig. (2-tailed)	0,218	0,833	0,036	0,877	0,405	0,000
		N	70	70	70	70	70	70
	Musical Intelligence	Correlation Coefficient	0,030	.254*	0,088	0,028	0,195	.295*
		Sig. (2-tailed)	0,803	0,034	0,466	0,818	0,105	0,013
		N	70	70	70	70	70	70
	Spiritual Intelligence	Correlation Coefficient	-0,116	.281*	0,090	.629**	.341**	0,029
		Sig. (2-tailed)	0,339	0,018	0,461	0,000	0,004	0,812
		N	70	70	70	70	70	70

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

There were no significant correlations between Creative Intelligence and any of the physiological drivers. This finding suggests that physiological drivers might not be relevant in demonstrated Creative Intelligence.

In terms of Nature Intelligence, there was a significant positive relationship between Nature Intelligence and Nutrition ($r = .251$ at $p \leq 0.05$), between Nature Intelligence and Exercise ($r = .514$ at $p \leq 0.01$) as well as between Nature Intelligence and Sleep ($r = .270$ $p \leq 0.05$). This means that the more Nature Intelligence a leader possesses,

the more likely they are to have a high nutrition acumen, a purposeful exercise regimen and also maintain better sleeping habits. Interestingly, Nutrition and Exercise tend to be associated with relationship with nature. It makes sense, therefore, that these two (2) physiological drivers would be correlated with Nature Intelligence.

There was a significant positive relationship between Musical Intelligence and Stress Coping ($r = .254$ at $p \leq 0.05$) as well as between Musical Intelligence and Exercise ($r = .295$ at $p \leq 0.05$). This suggests that a leader's musical intelligence increases their likelihood of exercising and coping well with stress.

Finally, with regards to Spiritual Intelligence, there was a significant positive relationship between Spiritual Intelligence and Stress Coping ($r = .281$ at $p \leq 0.05$), between Spiritual Intelligence and Mindset ($r = .629$ at $p \leq 0.01$) as well as between Spiritual Intelligence and Sleep ($r = .341$ at $p \leq 0.01$). The finding suggests that the higher the Spiritual Intelligence of a leader, the more likely they are to have good sleep hygiene, have a growth mindset and cope better with stress.

5.5 Stepwise Multiple Regression

A stepwise multiple regression analysis was performed to determine which of the Spiritual Intelligence and Personality subscale variables best predict the presence of subscales of Emotional Intelligence, as dependent variables. A decision was made to conduct a stepwise regression analysis since the present study is explanatory in nature. The former also allowed for a systematic investigation to determine which of the subscales of the independent variables (Personality subscales and Spiritual Intelligence) would have the greatest impact on the subscales of the dependent variable, namely Emotional Intelligence composite scales. The stepwise method evaluates predictor variables one by one at each step of analysis, until a model that best accounts for dependant variables is improved and perfected (Pallant 2016).

It has been mentioned in 4.9.1 that the subscales measuring Emotional Intelligence were chosen as dependent variables. This was done for several reasons as unpacked in detail in 4.9.1.

In order to ensure a more comprehensive analysis, Age and Gender were also included as independent (predictor) variables. Before the analysis was conducted, it was determined that the assumptions of multicollinearity and singularity, normality, linearity, homoscedasticity and independence of residuals were not violated.

5.5.1 Results from the stepwise regression determining if Spiritual Intelligence and Personality scales are predictors of Self-Perception

Table 5.10 provides information on the amount of variance explained by the independent variables, Spiritual Intelligence and Personality scales, on the Self-Perception component of Emotional Intelligence.

Table 5.10: Model Summary

Model	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
1	.418	.381	9.996	.043	4.628	1	63	.035

- a. Predictors: (Constant), Spiritual Intelligence, Interpersonal Sensitivity, Learning Approach, Adjustment
 b. Dependant variable: Self Perception

Table 5.10 indicates that 38.1% of the variance in Self-Perception was explained by Spiritual Intelligence and three (3) components for Personality, namely Interpersonal Sensitivity, Learning Approach and Adjustment.

Table 5.11 Statistical Significance of Model Evaluation Result

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4515.096	4	1128.774	11.297	<,001 ^e
	Residual	6294.712	63	99.916		
	Total	10809.809	67			

- a. Dependant Variable: Self Perception
 b. Predictors: (Constant), Spiritual Intelligence, Interpersonal Sensitivity, Learning Approach, Adjustment

Table 5.11 demonstrates that the model was significant. Table 5.12 indicates the determinants of Self-perception.

Table 5.12: Determining the predictors of Self -perception

		Coefficients ^a				Collinearity Statistics		
		Unstandardised Coefficients		Standardised Coefficients	T	Sig.	Tolerance	VIF
Model	B	Std. Error	Beta					
1	(Constant)	58.781	8.157		7.207	<,001		
	Spiritual Intelligence	2.747	.925	.308	2.971	.004	.858	1.166
	Interpersonal Sensitivity	.112	.045	.254	2.495	.015	.889	1.124
	Learning Approach	.115	.042	.265	2.727	.008	.976	1.024
	Adjustment	.096	.045	.226	2.151	.035	.839	1.192

a. Dependant Variable: Self Perception

b. Predictors: (Constant), Spiritual Intelligence, Interpersonal Sensitivity, Learning Approach, Adjustment

The strongest predictor of Self-Perception is Spiritual Intelligence (beta = 0.308; $p \leq .05$) followed by Learning Approach (beta = 0.265; $p \leq .05$), Interpersonal Sensitivity (beta = 0.254; $p \leq .05$) and Adjustment (beta 0.226; $p \leq .05$). This means that when a leader has highly developed Spiritual intelligence, is highly motivated to learn, has adequate interpersonal sensitivity and is well adjusted, then that leader will exhibit high levels of Self-perception. There is a positive association between these predictor variables and Self-perception. Therefore, it can be assumed that Self-perception is a result of predictor variables and is impacted by those predictor variables.

5.5.2 Results from the stepwise regression analysis determining if Spiritual Intelligence and Personality scales are predictors of Self-expression

Table 5.13 provides information on the amount of variance explained by the independent variables, Spiritual Intelligence and Personality scales, on the Self-expression component of Emotional Intelligence.

Table 5.13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.577 ^c	.333	.302	9.823	.067	6.449	1	64	.014

a. Dependent Variable: Self-Expression Composite

b. Predictors: (Constant), Age, Adjustment, Interpersonal Sensitivity

Table 5.13 indicates that 33.3% of the variance in Self-expression was explained by Age, Adjustment and Interpersonal Sensitivity.

Table 5.14: Statistical Significance of Model Evaluation Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3080.497	3	1026.832	10.641	<.001 ^d
	Residual	6176.033	64	96.501		
	Total	9256.529	67			

- a. Dependent Variable: Self-Expression Composite
 b. Predictors: (Constant), Age, Adjustment, Interpersonal Sensitivity

Table 5.14 demonstrates that the model was significant. Table 5.15 indicates the determinants of Self-expression.

Table 5.15: Determining the predictors of Self expression

		Coefficients ^a				Collinearity Statistics		
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	85.699	3.790		22.611	<.001		
	Age	.150	.075	.212	2.000	.050	.932	1.073
	Adjustment	.132	.043	.334	3.078	.003	.884	1.131
	Interpersonal Sensitivity	.111	.044	.271	2.539	.014	.914	1.094

- a. Dependent Variable: Self-Expression Composite

The greatest predictor of Self-expression was Adjustment (beta = 0.334; $p \leq .05$), followed by Interpersonal Sensitivity (beta = 0.271; $p \leq .05$) and Age (beta = 0.212; $p \leq .05$). This means that when a leader is well adjusted and possesses adequate interpersonal sensitivity, then he/she is likely to have good Self-expression. Further, the older a leader is, the more likely he/she will express him/herself appropriately. There is a positive association between these predictor variables and Self-expression.

Therefore, it can be assumed that Self-expression is a result of these predictor variables and is impacted by those predictor variables.

5.5.3 Results from the stepwise regression analysis determining if Spiritual Intelligence and Personality scales are predictors of the Interpersonal scale

Table 5.16 provides information on the amount of variance explained by the independent variables, Spiritual Intelligence and Personality scales, on the Interpersonal component of Emotional Intelligence.

Table 5.16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.659 ^c	.435	.409	11.250	.041	4.762	1	65	.033

a. Dependent Variable: Interpersonal Composite

b. Predictors: (Constant), Age, Interpersonal Sensitivity, Spiritual Intelligence

Table 5.16 indicates that 40% of the variance in the Interpersonal scores was explained by the independent variables, namely Age, Interpersonal Sensitivity and Spiritual Intelligence.

Table 5.17: Statistical Significance of Model Evaluation Result

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6328.428	3	2109.476	16.669	<.001 ^d
	Residual	8226.007	65	126.554		
	Total	14554.435	68			

a. Dependent Variable: Interpersonal Composite

b. Predictors: (Constant), Age, Interpersonal Sensitivity, Spiritual Intelligence

Table 5.17 demonstrates that the model was significant. The next table, Table 5.18 indicates the determinants of Interpersonal.

Table 5.18: Determining the predictors of the Interpersonal scale

		Coefficients ^a					Collinearity Statistics	
		Unstandardised Coefficients		Standardised Coefficients				
Model		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	62.091	7.787		7.974	<,001		
	Interpersonal Sensitivity	.261	.049	.511	5.280	<,001	.929	1.077
	Spiritual Intelligence	2.017	.924	.217	2.182	.033	.877	1.141

a. Dependant Variable: Interpersonal Composite

b. Predictors in the Model: (Constant), Interpersonal Sensitivity, Spiritual Intelligence

The greatest predictor of Interpersonal score was Interpersonal Sensitivity (beta = 0.511; $p \leq .05$) and Spiritual Intelligence (beta = 0.217; $p \leq .05$). The result means that when a leader’s personality measures high on Interpersonal Sensitivity, and they have well developed Spiritual Intelligence, then they are likely to have good and mutually beneficial interpersonal relations. There is a positive association between predictor variables and Interpersonal on the scale. Therefore, it can be assumed that Interpersonal is a result of these predictor variables and it is impacted by those predictor variables.

5.5.4 Results from the stepwise regression analysis determining if Spiritual Intelligence and Personality scales are predictors of Decision-making

Table 5.19 provides information on the amount of variance explained by the independent variables, Spiritual Intelligence and Personality scales, on the Decision-making component of Emotional Intelligence.

Table 5.19: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.735 ^d	.540	.511	9.687	.034	4.711	1	64	.034

a. Dependant Variable: Decision Making

b. Predictors: (Constant), Adjustment, Learning Approach, Sociability, Interpersonal Sensitivity

Table 5.19 indicates that 51% of the variance in the Decision-making scores was explained by the independent variables, namely Adjustment, Learning Approach,

Sociability and Interpersonal Sensitivity. Table 5.20 demonstrates that the model was significant.

Table 5.20: Statistical Significance of Model Evaluation Result

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7041.178	4	1760.294	18.759	<,001 ^e
	Residual	6005.692	64	93.839		
	Total	13046.870	68			

a. Dependant Variable: Decision Making

b. Predictors: (Constant), Adjustment, Learning Approach, Sociability, Interpersonal Sensitivity

Table 5.20 demonstrates that the model was significant. The next table, Table 5.21 indicates the determinants of Decision-making.

Table 5.21: Determining the predictors of Decision-making

Coefficients^a

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	82.775	4.124		20.070	<,001		
	Adjustment	.166	.045	.357	3.717	<,001	.780	1.281
	Learning Approach	.197	.041	.413	4.803	<,001	.974	1.026
	Sociability	-.136	.042	-.301	-3.229	.002	.829	1.206
	Interpersonal Sensitivity	.096	.044	.200	2.170	.034	.850	1.177

a. Dependant Variable: Decision Making Composite

b. Predictors: (Constant), Adjustment, Learning Approach, Sociability, Interpersonal Sensitivity

The greatest predictor of Decision-making was Learning Approach (beta = 0.413; $p \leq .05$), followed by Adjustment (beta = 0.357; $p \leq .05$) and Interpersonal sensitivity (beta = 0.200; $p \leq .05$). The result suggests that when a leader has a high affinity for learning, is well adjusted and possesses adequate Interpersonal Sensitivity, then they will tend to have good Decision-making ability.

Although Sociability also appears to be a predictor of Decision-making (beta = -0.301; $p \leq .05$), it is important to note that the relationship between the two (2) variables is negative. This implies that when a leader's Sociability score is high, then that leader's Decision-making capacity will be decreased. Conversely, when the leader's Sociability score is low, they are likely to be effective in their Decision-making. This finding is also supported by the correlational analysis where there was also an inverse relationship between the two (2) constructs.

5.5.5 Results from the stepwise regression analysis determining if Spiritual Intelligence and Personality scales are predictors of Stress Management

Table 5.22 provides information on the amount of variance explained by the independent variables, Spiritual Intelligence and Personality scales, on the Stress Management component of Emotional Intelligence.

Table 5.22: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.643 ^d	.414	.377	10.140	.050	5.457	1	64	.023

a. Dependant variable: Stress Management Composite

b. Predictors: (Constant), Age, Adjustment, Learning Approach, Interpersonal Sensitivity

Table 5.22 indicates that 37.7% of the variance in the Stress Management scores was explained by the independent variables, namely Age, Adjustment, Learning Approach and Interpersonal Sensitivity. At the same time, Table 5.23 shows that the model is significant.

Table 5.23: Statistical Significance of Model Evaluation Result**ANOVA^a**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4646.894	4	1161.723	11.299	<,001 ^e
	Residual	6580.353	64	102.818		
	Total	11227.246	68			

a. Dependant variable: Stress Management Composite

b. Predictors: (Constant), Age, Adjustment, Learning Approach, Interpersonal Sensitivity

Table 5.23 demonstrates that the model was significant. The next table, Table 5.24 indicates the determinants of Stress Management.

Table 5.24: Determining the predictors of Stress Management**Coefficients^a**

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	74.138	4.721		15.705	0<,001		
	Age	.146	.079	.187	1.856	.068	.904	1.107
	Adjustment	.166	.044	.385	3.771	<,001	.877	1.141
	Learning Approach	.109	.043	.246	2.506	.015	.948	1.054
	Interpersonal Sensitivity	.106	.045	.236	2.336	.023	.895	1.118

a. Dependant Variable: Stress Management Composite

b. Predictors in the Model: (Constant), Age, Adjustment, Learning Approach, Interpersonal Sensitivity

The greatest predictor of Stress Management was Adjustment (beta = 0.385; $p \leq .05$) followed by Learning Approach (beta = 0.246; $p \leq .05$) and Interpersonal Sensitivity (beta = 0.236; $p \leq .05$). The results suggest that when a leader is well adjusted, has affinity for learning and possesses adequate interpersonal sensitivity, then he/she is likely to manage stress well. There is a positive association between these predictor variables and Stress Management. Therefore, it can be assumed that Stress Management is a result of these predictor variables. Predictor variables have an impact on Stress Management.

5.5.6 Regression Analysis of Physiological Drivers

The regression analyses reported in 5.5 considered the impact of personality scales and spiritual intelligence on emotional intelligence scales as dependent variables. The mentioned regression analyses were followed up with another series of regression analyses to determine the impact of the six (6) physiological drivers on the total emotional intelligence score. It was argued that, by analysing the impact of the six (6) physiological drivers on the total emotional intelligence score, one would have comprehensive knowledge of the impact of both psychological constructs (Spiritual Intelligence and Personality) and physiological drivers on total Emotional Intelligence. It was also reasoned that such analyses would contribute to the study's second objective, namely, to determine the impact of physiological drivers on a leader's EQ profile. As with the previous regression analyses, age and gender were also entered into the calculation as independent variables.

Table 5.25: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.605 ^b	0,366	0,281	11,922	0,302	4,760	6	60	0,000

- a. Predictors: (Constant), Age, Gender=Female
- b. Predictors: (Constant), Age, Gender=Female, Brain Fitness, Sleep, Mindset, Nutrition, Exercise, Stress Coping
- c. Dependent Variable: Total Emotional Intelligence

Table 5.24 indicates that 36.6% of the variance in the total Emotional Intelligence score was explained by the combination of all independent variables, namely Age, Gender, Brain Fitness, Sleep, Mindset, Nutrition, Exercise and Stress Management.

Table 5.26: Statistical Significance of Model Evaluation Result

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	854,627	2	427,313	2,240	.114 ^b
	Residual	12588,533	66	190,735		
	Total	13443,159	68			
2	Regression	4914,484	8	614,310	4,322	<,001 ^c
	Residual	8528,675	60	142,145		
	Total	13443,159	68			

a Dependent Variable: Total Emotional Intelligence

b Predictors: (Constant), Age, Gender=Female

c Predictors: (Constant), Age, Gender=Female, Brain Fitness, Sleep, Mindset, Nutrition, Exercise, Stress Coping

Table 5.25 demonstrates that the model is significant. The next table, Table 5.26 indicates the physiological determinants of Emotional Intelligence.

Table 5.26: Determining the predictors of Total Emotional Intelligence

Coefficients^a

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	44,027	10,363		4,248	0,000		
	Gender=Female	-1,953	3,362	-0,067	-0,581	0,564	0,789	1,268
	Age	0,203	0,096	0,237	2,110	0,039	0,835	1,198
	Brain Fitness	0,689	0,953	0,079	0,723	0,472	0,884	1,132
	Stress Coping	0,132	1,054	0,020	0,125	0,901	0,404	2,474
	Nutrition	2,145	0,875	0,296	2,453	0,017	0,727	1,376
	Mindset	3,429	1,101	0,362	3,115	0,003	0,783	1,277
	Sleep	0,926	0,990	0,138	0,935	0,353	0,486	2,059
	Exercise	0,010	0,946	0,001	0,011	0,991	0,701	1,427

a. Dependent Variable: Total_EI

Three (3) of the eight (8) independent variables have the greatest significant impact on Emotional Intelligence. These are Mindset (beta = 0,362; $p \leq .05$), Nutrition (beta = 0,296; $p \leq .05$), and Age (beta = 0,237; $p \leq .05$). The results suggest that when a leader has a growth mindset and possesses healthy eating habits, then his/her Emotional intelligence is likely to be high. Furthermore, the older a leader is, the more likely

he/she is to exhibit high Emotional Intelligence. Therefore, it can be assumed that in the present study, Emotional Intelligence is a result of mindset, nutrition and age. The three (3) physiological drivers have an impact on the EQ total score.

5.6 Conclusion

The results of the statistical analyses of the quantitative data were presented in this chapter. Descriptive statistics demonstrated that participants' personality scores in the present study are ambitious and sociable, with a high degree of interpersonal sensitivity. The present leaders are inquisitive and eager to learn academically. However, though spontaneous, they are likely to be self-critical. They also tend not to heed rules that they perceived not to be meaningful and purposeful. The Standard Deviation reveals that there is much variance in the personality scores. This means that participants' scores differed greatly from one another. Emotional Intelligence scoring of participants was within the adequate range of functioning, for all five (5) composite scales of Emotional intelligence (Self-perception, Self-expression, Interpersonal, Decision-making and Stress Management). Participants' scores further exhibited high Spiritual Intelligence.

The correlation analyses demonstrated that there was a significant positive relationship between Emotional Intelligence scales and Spiritual Intelligence. The correlation of Personality subscales with Emotional Intelligence subscales suggested that the higher a leader's Adjustment score, the more likely they are to have good interpersonal relationships. The higher their Interpersonal Sensitivity scores, the more likely they are to have adequate Decision-making acumen. The fact that there is no correlation between Prudence and any of the Emotional Intelligence subscales, nor any correlation between Inquisitive and any of the Emotional Intelligence subscales, suggests that perhaps Emotional Intelligence is not relevant in a leader's sense of cautiousness and their sense of curiosity. In terms of Spiritual Intelligence and Personality subscale correlation, it was found that when a leader has a high level of Spiritual Intelligence, then he/she is likely to be more adjusted. They are likely to also be goal-orientated in terms of seeking to achieve results against odds.

Different physiological drivers correlated with the three (3) constructs differently. Personality subscales correlated mostly with Exercise, while Emotional Intelligence subscales correlated more with Nutrition. Spiritual Intelligence correlated more with Stress Coping, Mindset and Sleep.

Stepwise multiple regression analyses revealed that Emotional Intelligence is predicted by Spiritual Intelligence and some Personality subscales. The latter were mostly Adjustment, Interpersonal Sensitivity and Learning Approach that consistently impacted the five (5) subscales of Emotional Intelligence. The results of the qualitative data are discussed in the next chapter.

CHAPTER 6

QUALITATIVE RESULTS

6.1 Introduction

This chapter focuses on the thematic analysis conducted on the qualitative data. The qualitative data was collected during the second phase of the study's data collection process. Semi-structured interviews were used to this end. The themes identified from this analysis are unpacked as a means to address the second aim of the study. As mentioned in 1.3, the second aim of this study is to ascertain the subjective understanding of how leadership in corporate South Africa should be postured.

6.2 Qualitative Results of Semi-structured Interviews

As was stated before, semi-structured interviews were conducted during the second phase of the study. The audio from the video recordings of interviews were transcribed by professional transcribers. This was done to ensure that the transcripts are standardised in terms of accuracy and credibility. In order to ensure that there were no errors in the transcription process, upon receipt of the transcripts from the professional transcribers, the researcher conducted a random quality check based on the original audio-visual recordings.

Following the transcript quality check, the researcher then analysed the transcribed qualitative data using Braun and Clarke's six-phase approach to thematic analysis. This approach has been established as one of the most appropriate methods to use in mixed-methods studies. Its appropriateness is due to the fact that it is free from any qualitative paradigm and is therefore sufficiently flexible to be applied in the present thematic analysis context (Maguire & Delahunt, 2017). Since the analysis was not theoretically driven, an inductive thematic analysis was conducted.

The results of the analysis will be presented in accordance with Braun and Clarke's Six-phase approach to thematic analysis.

6.3 Six-Phase Approach

6.3.1 Phase 1: Familiarisation of data

During the first phase the researcher read through each of the transcribed interviews to become familiar with the content. Key concepts central to the research question were highlighted. Transcripts had to be re-read in order to ensure that no key concepts were excluded in the analysis. Braun and Clarke (2006) suggest that by highlighting ideas during the first phase, the researcher establishes a bedrock for the rest of the analysis.

6.3.2 Phase 2: Initial coding

Phase 1 evolved organically into Phase 2. According to Braun and Clarke (2006), Phase 2 can be seen as the production of initial codes from the data. Codes assist in identifying a feature of the data that appears interesting to the researcher. They also refer to the most basic element of the raw data that can be assessed in line with the research aim and objectives of the study (Braun & Clarke, 2006; Kriukow, 2021). Therefore, manual codes were allocated to possible patterns that emerged from each transcribed interview individually. In total, 24 codes were generated from the six (6) interviews. It is these initial codes that are presented in Table 6.2. Participant numbers, as indicated in brackets next to the extracts, were assigned to distinguish between the different participants. This was done to ensure confidentiality while keeping data integrity.

Table 6.2: Codes generated during Phase 2 of thematic analysis

Codes		Data Extract
1	Individual reflection	<p><i>It makes life much easier for me to navigate situations because I invest time understanding who I am, what I'm capable of, what I'm not capable of, how do I fit into this world? How do I fit into my work world? How do I fit into any space that's there? (P6)</i></p> <p><i>The ability to first of all not respond. It's getting out of that reptilian brain which is the typical low EQ response (P3)</i></p> <p><i>Take time to reflect, introspection regularly. If you cannot change yourself, you cannot change anything; if you cannot lead yourself, you cannot lead anybody. If you cannot be</i></p>

		<i>honest with yourself, it's going to be hard to be honest with anybody. If you cannot sometimes hold yourself accountable, it's difficult to hold anybody accountable (P5)</i>
2	Solicit feedback	<i>The ability to get feedback is a huge issue. You must create an environment for people to give you feedback on a regular basis. Not only quantitatively but also qualitatively. What makes them happy about you, so that you can improve on that and therefore you must be willing to be challenged (P5) Give people the freedom and the space to be able to criticize, but in a positive manner. Giving people the ability to bring their own thoughts and ideas to the table in a safe space (P3) You must have a circle of advisors in your life. These are the people with your best interest at heart, who know you well and give you unfiltered feedback. It grounds you for you to know your true North (P5).</i>
3	Adaptability and responsiveness	<i>Diversity is not only about race, gender, culture religion, it's also in terms of different perspectives and different ways of looking at things. Are you brave enough to treat everybody with respect and dignity and all of those things (P5) See my job is to figure out what tool to use, at what time, with what measure (P2) Being agile. A leader should be a person who has the mental flexibility to access all various thinking, learning and processing modes necessary in that changing moment (P1) Understand all the facts, gather all the information before you make a decision, before you respond (P3)</i>
4	Life-long learning	<i>The leader themselves invests time in learning, academically, the latest thinking in the field, what's going on, on the ground, the working board, versus only reading board reports (P5) One of the most important qualities of a leader should be the open-mindedness to be a continuous life-long learner. So, I can learn from life's experiences, from situations, from knowledge, from assessments and all those things (P1)</i>

5	Self-knowledge, self-awareness, self-management	<p><i>For me, the starting point is self-awareness and self-management. That helps me to understand the environment and the people who surround me (P6)</i></p> <p><i>Ability to influence others starts with the ability to learn to understand and accept who you are and your capabilities (P6)</i></p> <p><i>I believe that accurate self-awareness is a pre-requisite for social awareness (P1)</i></p> <p><i>Know thyself (P5)</i></p>
6	Character	<p><i>Living and modelling (P4)</i></p> <p><i>In what values do I subscribe to? All those things have to do with character because leaders cast a long shadow over the organisation. If the organisation takes a defective leader, and appoints that defective leader, in a short space of time that organisation has to narrow, sorry has to lower its own value system to compensate for the defect of the leader (P5)</i></p> <p><i>So, when you see Zondo Commission and all of these things, you see who was at the top and their character (P5)</i></p> <p><i>You need to be authentic (P5) (P1)</i></p> <p><i>You're there to do the difficult stuff. You swim upstream because water finds it easy to swim downstream. To destroy and tear down is easy. But you want to build, which takes time. You work with young minds over many years (P2)</i></p> <p><i>I think an optimum leader needs to be calm and measured. They cannot be simply a reactive person. Because then again, you're not going to bring the best out of your team. If people are scared of how you're going to react, they simply going to step back and say 'I'm not giving my opinion. So, it's not about creating friendships among your team. It's about making them feel safe, making them feel that their voices are heard (P3)</i></p> <p><i>The brutally hard art of being a leader is to make a tough decision regardless of the consequences you know are going to follow (P1)</i></p>

7	Enabling growth in others	<p><i>Understand where people are coming from (P5)</i></p> <p><i>If we work together, we will complement one another (P6)</i></p> <p><i>Find out what brings cohesion within the team (P6)</i></p> <p><i>Being genuinely obsessed with the development of others (P2)</i></p> <p><i>With a good technical understanding of the area you can guide and coach, identify areas of development (P3)</i></p> <p><i>There was skills transfer. You cannot leave the company open to risk because you did not share your skill. You need to ensure delivery even if you are not there (P4)</i></p>
8	Courageous conversations	<p><i>Leadership praises publicly and rebukes privately. When in private, focus on the deed and you are able to induce vulnerability and ownership (P2)</i></p> <p><i>Give people the freedom and the space to be able to criticize, but in a positive manner. Giving people the ability to bring their own thoughts and ideas to the table in a safe space (P3)</i></p>
9	Managing conflict	<p><i>They step back, they digest, they understand the situation, they assimilate and then they respond (P3)</i></p> <p><i>Put yourself in both party's shoes, understand all the facts, gather all the information before you make a decision (P3)</i></p> <p><i>Understand all the facts, gather all the information before you make a decision, before you respond (P3)</i></p> <p><i>Dealing with situations in a humane way and understanding that there are different points of view (P4)</i></p>
10	Create an atmosphere for productivity	<p><i>Are you brave enough to treat everybody with respect and dignity and all those things? (P5)</i></p> <p><i>Win people's hearts, and not just their minds (P5)</i></p> <p><i>Acknowledge that you don't know everything (P6)</i></p> <p><i>So, it's about first extending trust. Leaders don't expect trust, they give it first (P2)</i></p> <p><i>We are at our most productive when we are at our most relaxed. Therefore, our job as leaders is to put people in a good space where they are relaxed, because when they are relaxed, they can think, reflect and be curious (P2)</i></p> <p><i>Deeply connect with each of the employees (P3)</i></p>

		<p><i>Ability to understand what drives people and making them feel that their voices are heard (P3)</i></p> <p><i>Bringing out that collective knowledge and understanding that's critically important (P3)</i></p>
11	Personal historical context	<p><i>I think all the things about purpose are about influence. Where do you get your influence from? Role models, teachers, coaches, parents (P5)</i></p> <p><i>There must be something more outside of myself that helped me, shaped me, prepared the way for me, long before I came here. The path was eased for me (P2)</i></p> <p><i>Emulating a leader that touched my life in a very meaningful way. So, you can be made into a leader when you are in the presence of other leaders (P2)</i></p> <p><i>It's the same things that you get from home you know, consideration. You can't finish a loaf of bread knowing very well that others haven't eaten yet. It's a basic value. Same things at work, that value is just stretched five or seven people to 1300 people. You must be responsible for your brother, become your brother's keeper (P4)</i></p>
12	Personal purpose	<p><i>So, most of those people were driven by a higher purpose (P5)</i></p> <p><i>The importance of purpose is absent on the leadership journey. Unless you had good mentors, unless you had good advisors, unless you had good role models, unless you yourself had something driving you inside ... so most of those people were driven by a higher purpose (P5)</i></p> <p><i>Your spirituality is grounded in your beliefs. What is it that you believe? That will determine how you view purpose. Vision, purpose and values are born from your beliefs. And I believe that's where we need to start (P1)</i></p> <p><i>It is about understanding the power of the 'Why'. Why am I where I am? Understanding this will solidify my purpose, my drive and my motivation (P1)</i></p>
13	Personal identity	<p><i>Everyone in their authentic self can lead. Therefore, they can vary their personality style to what is needed (P5)</i></p>

		<p><i>Your unique qualities that you have, the unique gifts and talents become the clues in which space you should influence, serve and inspire. And therefore, when we look at developing leadership skills, I think it's that accurate awareness to understand who I am, what are the names of the gifts and the qualities I have? Because ultimately what a leader does is to make my gifts and qualities available for a certain course or for a certain group of people (P1)</i></p> <p><i>What anchors who I am? Who do I portray? (P1)</i></p>
14	Personal Intent	<p><i>Firstly, your intention, why do you want to lead? Not what you tell others, but why? Why are you in that job? (P5)</i></p> <p><i>If you want to lead because there's a higher purpose, a cause, or a principle or a mission, if that's your 80%, you're going to make decisions that are more aligned to that (P5)</i></p> <p><i>Make a decision to lead (P6)</i></p> <p><i>Choose the environments that are likely to make you more successful (P2)</i></p> <p><i>It's about accountability on a bigger context. It's not accountability only, it is taking responsibility and it is leading with intent (P4)</i></p> <p><i>My opinion is that leadership is about influencing other people. We serve those that we are responsible for. And to serve we need to anticipate, and recognise and meet their need (P1)</i></p>
15	Societal impact	<p><i>For everything you do, as a leader, you invest (P5)</i></p> <p><i>What is my contribution? (P6)</i></p> <p><i>How we model who we are influences society profoundly (P1)</i></p> <p><i>We need to consider our cost benefit analysis to society. Counting the cost of what it is that you are contributing to (P1)</i></p>
16	Vision, strategy, deliverables	<p><i>Carry with me a vision that will allow the team to achieve what is set out to be achieved. Objectives are derived from that vision. Do they talk to what the organisation and the business delivery? (P6)</i></p>

		<p><i>It can be a situation where there's emotions that are pouring out, and at the end of the day we still have to deliver an outcome and a result (P6)</i></p> <p><i>When you start measuring something, you start getting results (P6)</i></p> <p><i>The optimum profile is a leader who will be able to communicate the vision, communicate what needs to be done in the organisation (P4)</i></p>
17	Technical expertise, Operational requirements	<p><i>At a leadership level, competence is assumed (P5)</i></p> <p><i>I think the person should have a reasonable amount of technical knowledge and technical skill in the area that they are leading, or at least have some form of technical understanding of what they are overseeing. So, you can also see is an employee is delivering substandard work (P3)</i></p> <p><i>I'm not going to leave it up to a labour organization, because I know that as a leader, I need to mitigate the risk for the business (P4)</i></p>
18	Decision-making, fixing/rehabilitating the organisation	<p><i>Part of being a leader is to have a discerning mind, is to be able to filter information, is to use a variety of data points to arrive at a solution and conclusion. So, you need that life-long learning (P5)</i></p> <p><i>How can I take this company and work rehabilitate it? With the people inside because the 3 000 employees here were not involved in the signing of the unethical agreement. They were just doing their job. Everyday. But they got affected (P5)</i></p>
19	Enablers: people and systems	<p><i>Leaders cast a long shadow over the organisation. So therefore, if an organisation appoints a defective leader, in a short space of time that organisation has to lower its own value system to compensate for the defects of the leader (P5)</i></p> <p><i>You achieve results through people, so listen to them attentively (P6)</i></p> <p><i>A whole lot of leadership is centered around people. There are enablers like technology, but we still need the human interaction at the end of the day (P6)</i></p>

		<p><i>Unless you are a revenue generating environment, you don't really get airtime. And I think that companies need to put a little more focus on that. There is a need to acknowledge that we can see the difference that this (support function) has made in the business. ... It's first of all about self-recognition, but also about external recognition. I don't believe you can continue going without that recognition. It's recognition to say "this is moving in the right direction, there is change, there is an improvement" (P3)</i></p> <p><i>People you know, have been through a lot in the past year, mental well-being is very important. So, you need a leader that understands the whole individual, encompass all elements of that particular person (P4)</i></p>
20	Understand the multi-cultural society in which you lead	<p><i>Understand the importance of diversity in South Africa</i></p> <p><i>And if you don't understand the broader context, you may not understand that something is insulting to a particular group of people (P5)</i></p> <p><i>So, you hear different voices and different paradigms, and some of them will challenge your own paradigms. And therefore, you must be willing to be challenged (P5)</i></p>
21	Complexity of business environment	<p><i>Complexity is very important in South Africa. We are a very complex business environment, society, community, people, macroeconomics organisational challenges stakeholders, unions the works (P5)</i></p> <p><i>The complexity of society is also important because you may be dealing with a range of stakeholders. So, you can't then only operate in a one-dimensional way (P5)</i></p> <p><i>Because for him it's not only for the company, but at the same time it's also for the greater South Africa (P5)</i></p>
22	Vastly un-equal society	<p><i>The right corporate leaders in South Africa have to understand the society in which they operate and the implications of that society on their business and the future of their business (P5)</i></p> <p><i>Our society is just so unequal and continue to be more unequal, especially among black people (P5)</i></p>

		<i>You need leaders who will try and understand the socio-economic factors that are affecting our employees on a South African level. Be in touch with what's happening around us (P4)</i>
23	Transformation imperative	<i>But in life it's one person one vote, not one person who's more money driven. So, when they have no money, the masses of people can change the entire country. Because if the status quo does not have them as part of their core, then they have no investment in the status quo, then they can bring the house down. This is evidenced in the Arab spring, Zimbabwe, recently in KZN in July 2021 (P5)</i>
24	Paradox and contradiction in leadership of a changing society	<i>Because of the complexity you must be able to deal with...paradox – dealing with two contradictory things... in the context of Covid, you have to deal with the lives of your employees or their livelihood? No, it cannot be an either or, it is both employees and livelihood (P5)</i>

Some of the data extracts appear more than once in the coding. This is because these extracts were rich in meaning and deepened the understanding of several codes. Some of the codes have fewer extracts than others. According to Kriukow, (2021), when preparing for Phase 3, a theme significance is not reflected only by the number of extracts and codes it holds, but rather by its importance in responding to the research question.

6.3.3 Phase 3: Searching for themes

Embedded in the third phase is sifting through the codes in order to create sub-themes (Braun & Clarke, 2006). However, in the present study codes were grouped together to form themes. The researcher expressly did not make use of sub-themes. This was because the themes that emerged from the codes appeared to be sufficient categories for themes in and of themselves. For this reason, the process of generating sub-themes from codes was rendered redundant. Furthermore, based on the profile of participants interviewed (Chief Executive Officers and Executives), they seemed sufficiently submerged within their respective leadership roles that their interview content and contribution demonstrated a high level of conceptualisation about what roles that personality, emotional intelligence and spiritual intelligence play in

leadership. Their interview contributions demonstrated in-depth and experiential understanding of what it takes to be an appropriate leader in corporate South Africa. The researcher reached this conclusion based on how they responded to follow-up questions about their respective perspectives on personality, emotional and spiritual intelligence. Furthermore, some participants made reference to real life examples of great leaders that they worked for and used those examples to deduce what roles personality, emotional and spiritual intelligence need to play in a leader. Some also made examples of bad leadership that they had been subjected to that gave them a perspective of what happens in a leader when personality, emotional and spiritual intelligence are not heeded. A few of the participants alluded to the fact that they had been thinking and preparing mentally for the interviews since receiving the introductory letter explaining the purpose of the study. Though they had not received the questionnaire beforehand, part of their thinking and interview preparation seems to have facilitated succinct and rich input that seamlessly enabled the coding process to transition from codes directly into themes. Lastly, two (2) of the six (6) participants have written and published books on leadership. This implies that they have a deepened analysis of the subject, thereby providing clearly thought-out ideas for the present study. It is for this reason that codes could evolve into themes and not require an additional step of developing sub-themes. The process of identifying codes into themes is graphically demonstrated in Figure 6.1 below.

6.1: Phase 3: Codes and Theme 1

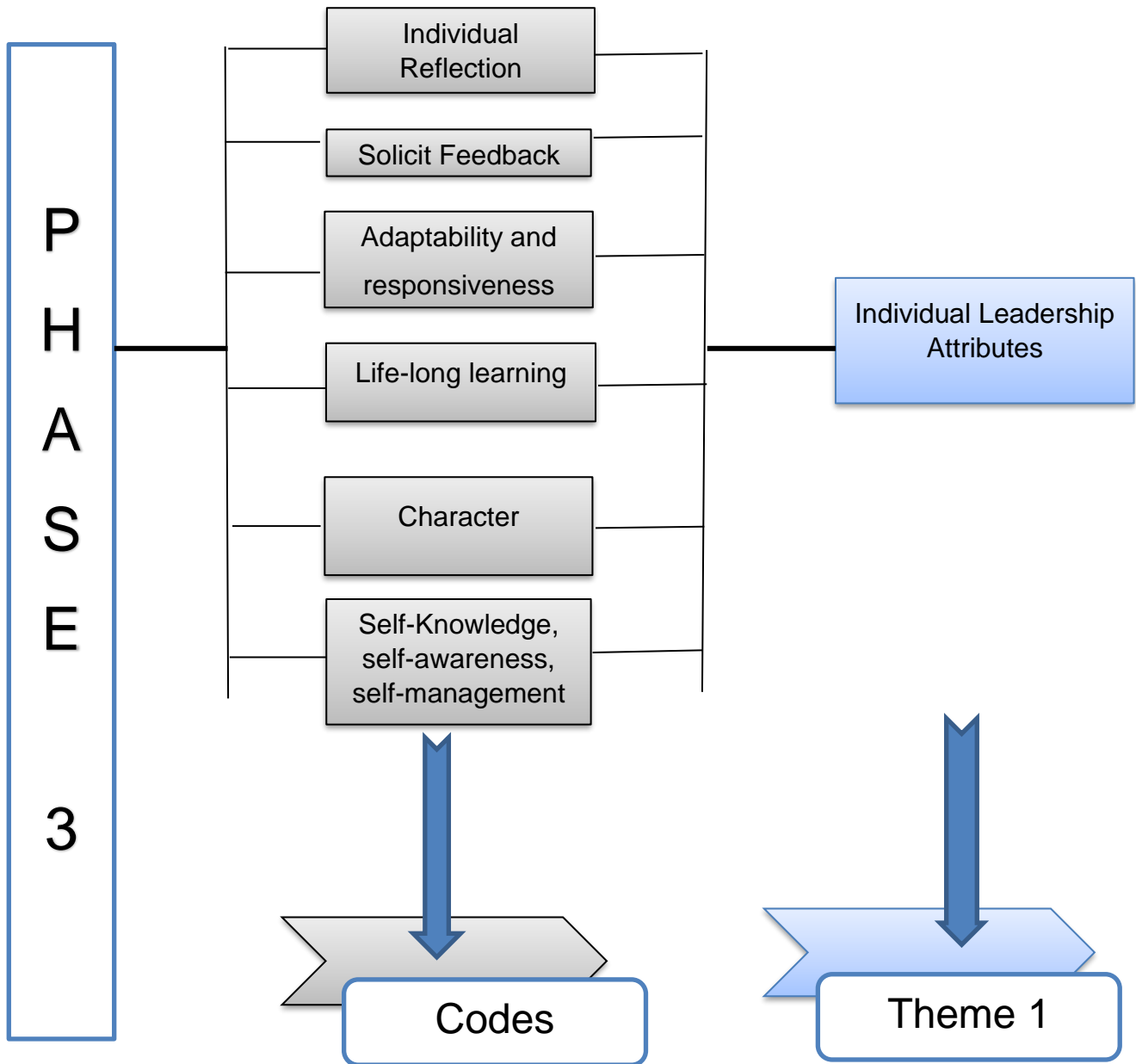


Figure 6.1: Phase 3: Codes and Theme 2

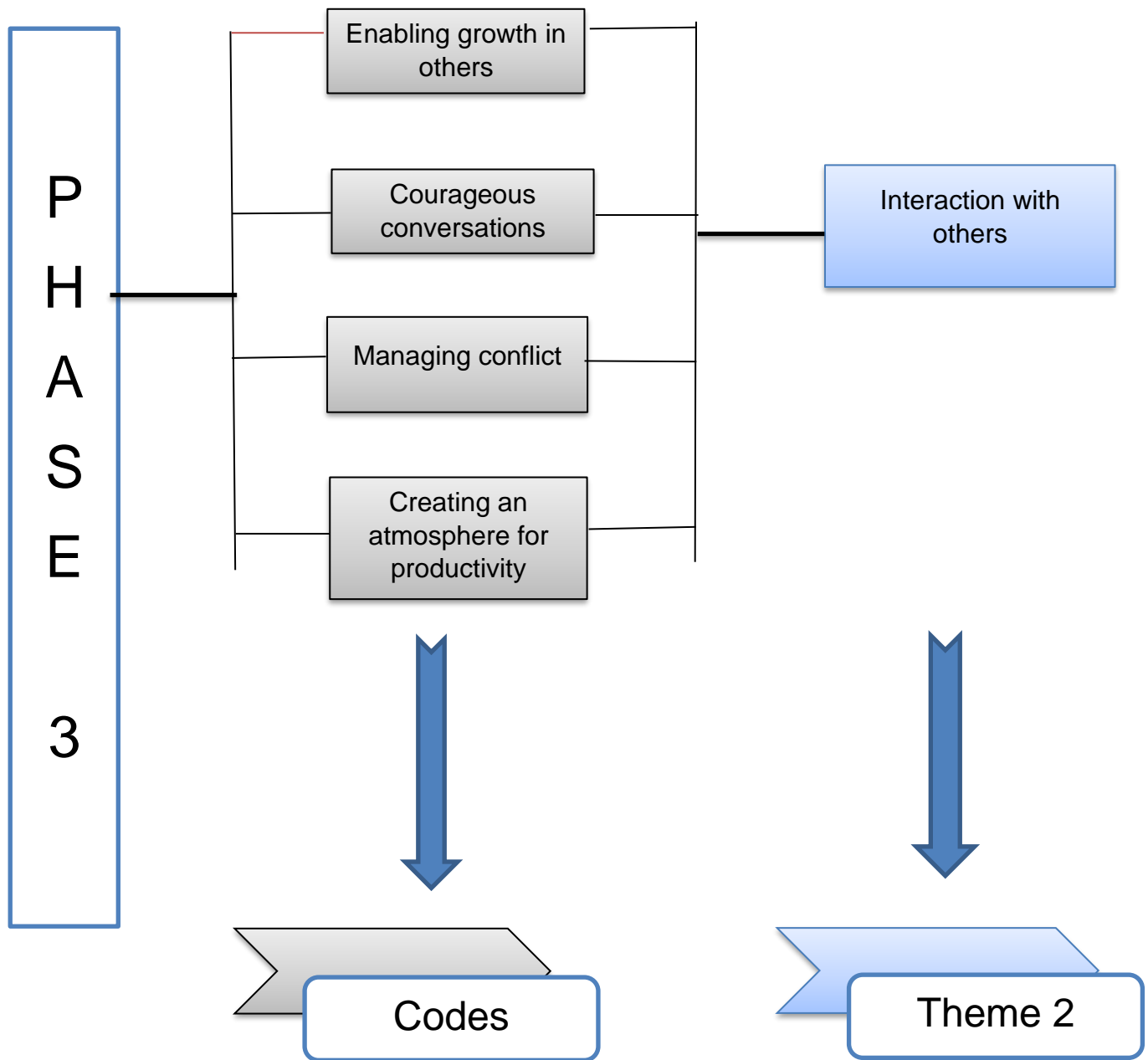


Figure 6.1: Phase 3: Codes and Theme 3

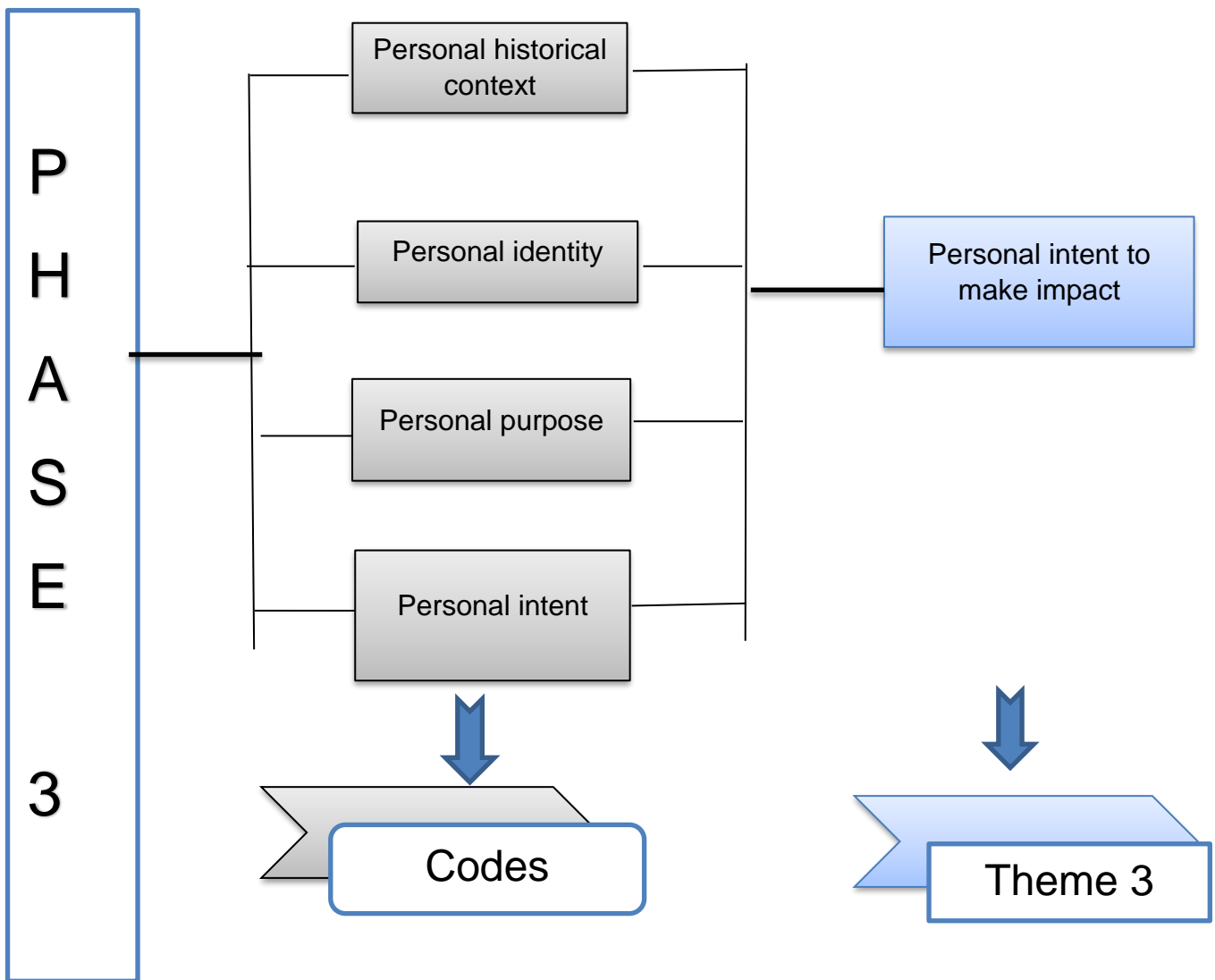


Figure 6.1: Phase 3: Codes and Theme 4

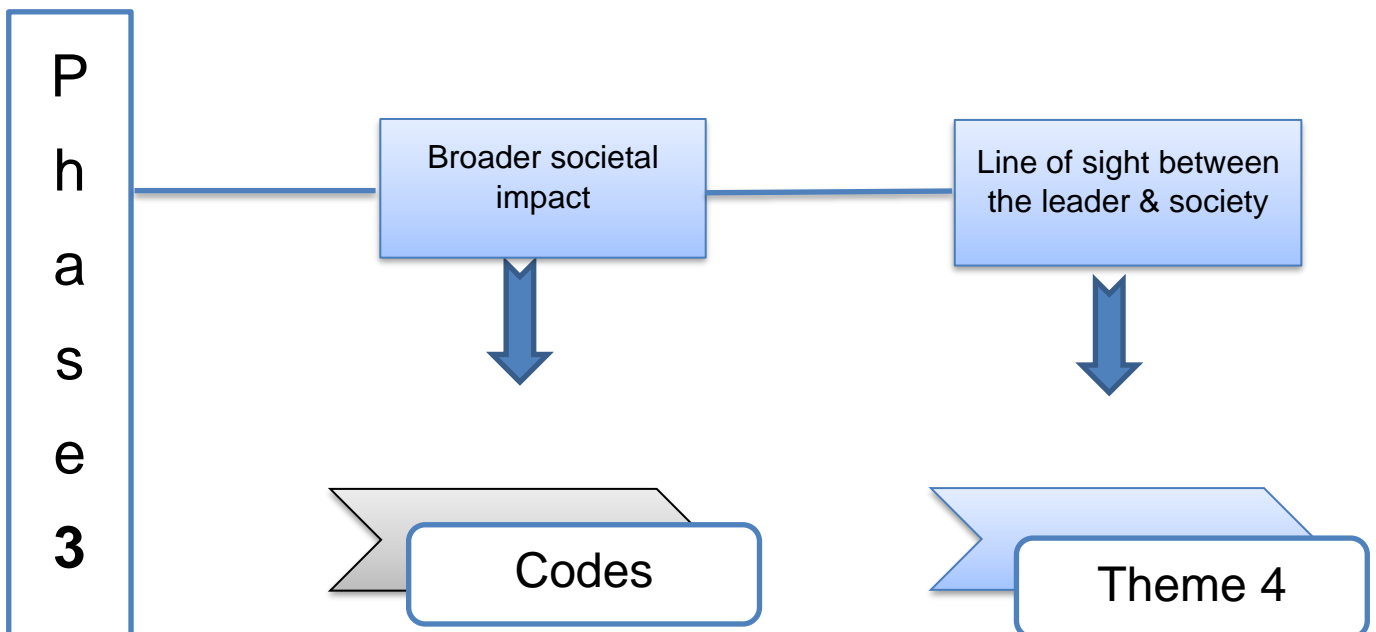


Figure 6.1: Phase 3: Codes and Theme 5

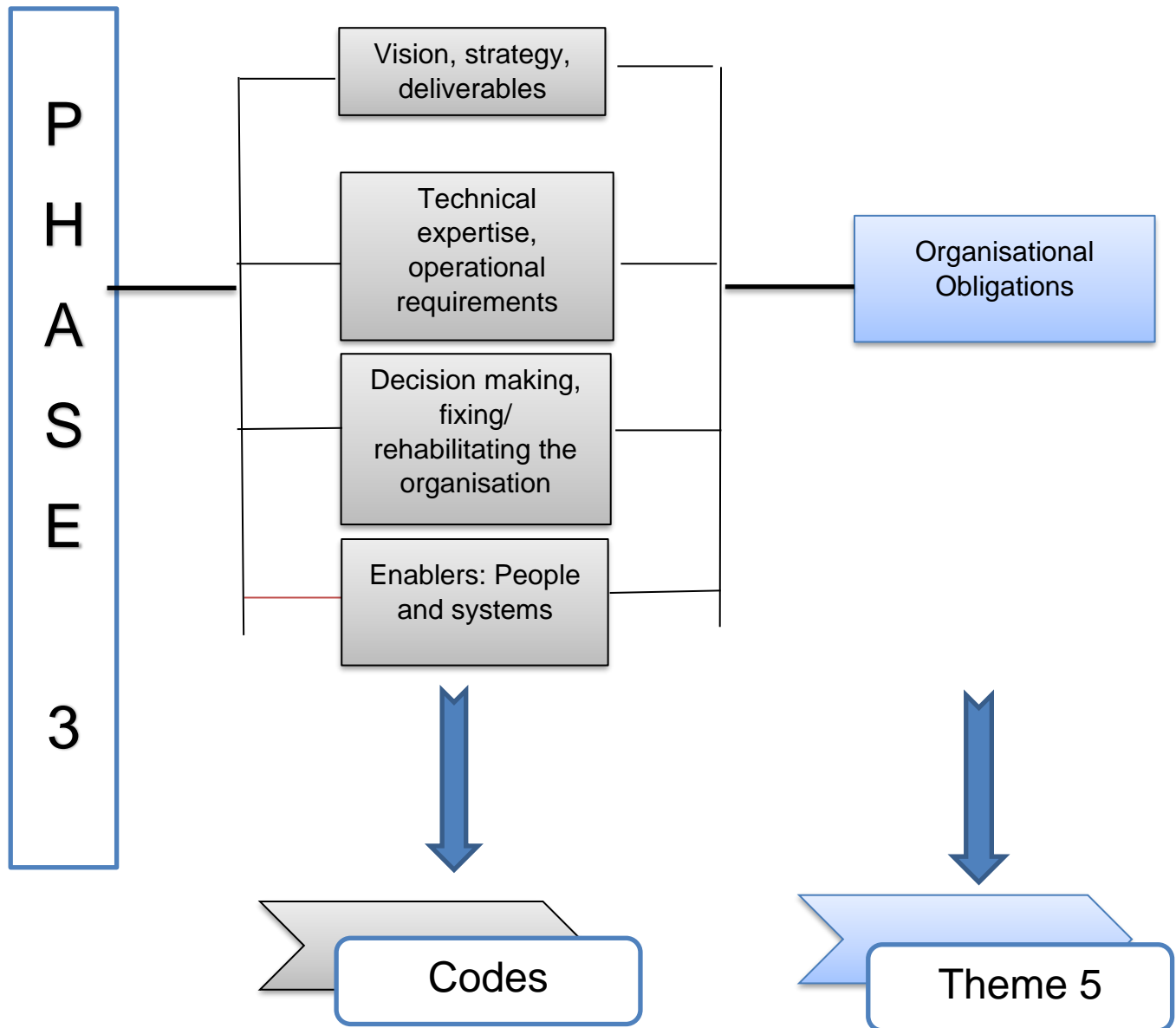
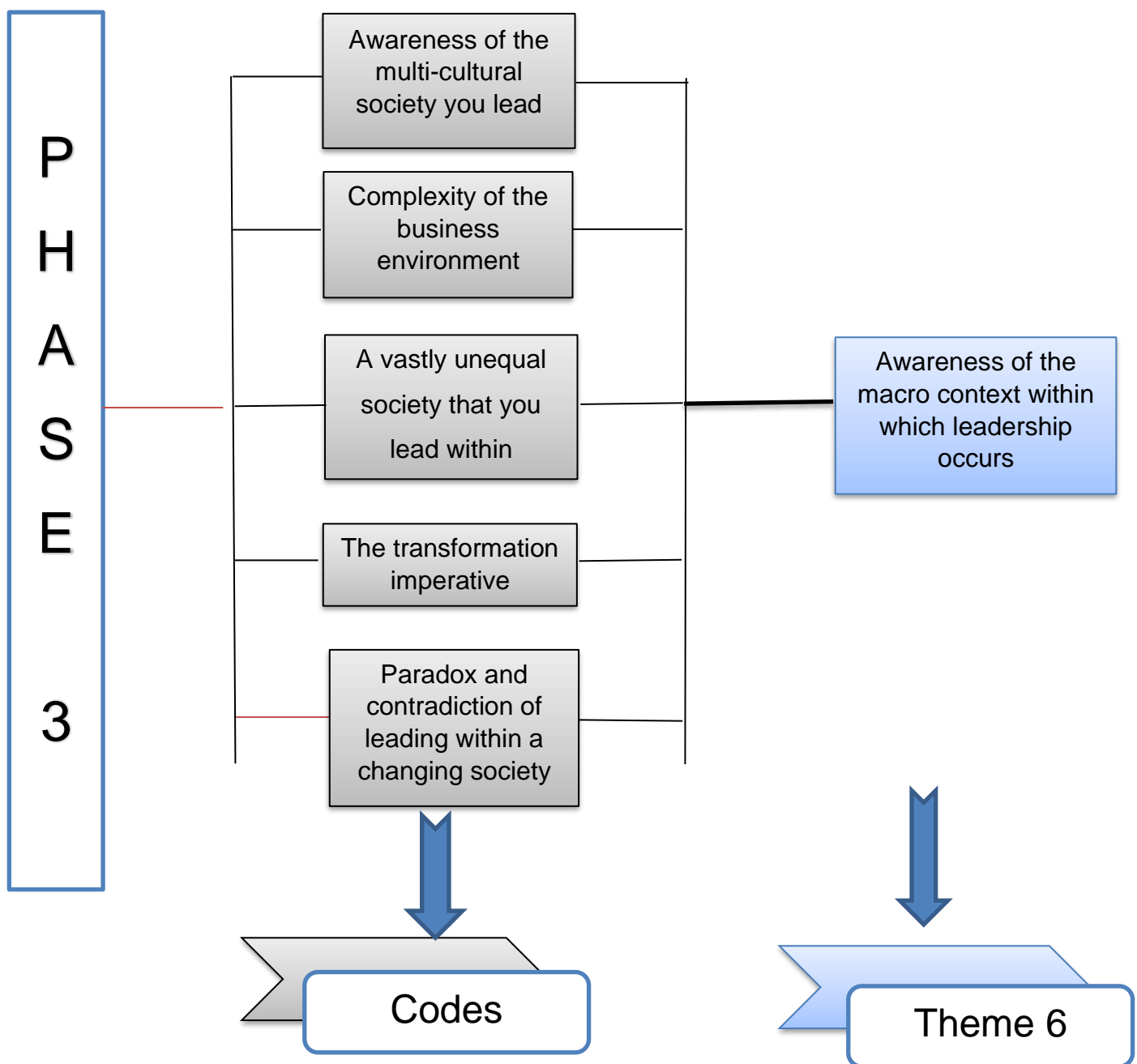


Figure 6.1: Phase 3: Codes and Theme 6



6.3.4 Phase 4: Reviewing themes

As mentioned in Phase 3, the nature of the data organically evolved from codes into themes. For this reason, Phase 4 served as a process of verification, ensuring credibility and trustworthiness that all themes are accurately and adequately reflective of the codes. This is the phase that generated most reflection and re-naming of themes. This process of re-naming was significant to ensure that each theme carries the essence of what is articulated in the codes within that theme. After reviewing the themes, the researcher decided not to change any of the themes and instead retained them all. The six (6) themes are the next focus of discussion. The themes are:

Individual leadership attributes; Interaction with others; Personal intent to lead others; Line of sight between the leader and society; Organisational obligations; and Awareness of the macro context within which leadership occurs. Each of the six (6) themes are defined in 6.3.5.

6.3.5 Phase 5: Defining and naming themes

During Phase 5, definitions were generated for each of the themes. These definitions emanated from participant perspectives of their experiences of personality, emotional and spiritual intelligence among corporate leadership. Participant perspectives enabled the researcher to address the research aim and objective 2 that were set at the beginning of the study. According to Braun and Clarke (2006), this phase also includes identifying the essence of what each theme is about. Each theme and its respective definition will be presented next.

6.3.5.1 Individual Leadership Attributes

Individual leadership attributes refer to the leader's unique set of characteristics that enable him/her to be a positive influence, whether he/she has positional power or not within an organisation. Participants unpacked individual attributes required for a leader in the corporate environment.

Participant 5 spoke of the need for personal reflection in order to enhance self-awareness, self-knowledge, and self-management. Participant 5 phrased it as such *"The oracle of Delphi tells us to know thyself. So, what are my triggers? What are my shortcomings? What is my emotional maturity? How do I deal with failure? How do I deal with success? Am I ethical? Does the end justify the means? In what values do I subscribe to? All of those things have to do with character because leaders cast a long shadow over the organisation"*.

Further, Participant 5 mentioned that corporate leaders are expected to actively solicit feedback from others, including having accountability partners to keep them grounded. He argued that *"The ability to get feedback is a huge issue. You must create an environment, a psychologically safe environment, for people to be able to give you feedback on a regular basis so that you know whether indeed you are still on the right path... You must have a circle of advisors in your life. These are people with your best interest at heart who know you well and give you unfiltered feedback. It grounds you"*.

The ability to be adaptable and responsive to the changing organisational environment was another attribute listed. In the words of Participant 1, Participant 2 and Participant 3 respectively *“Being agile. A leader should be a person who has the mental flexibility to access all various thinking, learning and processing modes necessary in that changing moment”*; *“See my job is to figure out what tool to use, at what time, with what measure”*; and *“Understand all the facts, gather all the information before you make a decision, before you respond”*.

It was highlighted that corporate leaders need to possess the passion for life-long learning in order to remain relevant to the leadership role. Participant 1 argued that *“One of the most important qualities of a leader should be the open-mindedness to be a continuous life-long learner. So, I can learn from life’s experiences, from situations, from knowledge, from assessments and all those things”*.

Being in possession of a set of values that is worthy of the leadership call was also an attribute deemed necessary for corporate leadership. Participant 1 spoke reflectively about this when he said: *“I cannot tell you what are your values. I cannot tell you what you should believe. This is the quest for the true leader, to embark on challenging myself. What is it that I believe? What is my purpose? I cannot tell a person why they exist; I am not God... and if you don’t have that spiritual intelligence, none of those things are gonna happen”*.

There was no agreement among participants about the role of personality in a leader in the corporate environment. Some participants felt that some personality attributes are necessary such as unique qualities that help the leader to influence, serve and inspire. For example, Participant 1 noted that *“I think it is that acute awareness to understand who am I, what are the names of the gifts and the qualities I have? Because ultimately what a leader does is I make my gifts and qualities available for a certain course or for a certain group of people. I need to know what that is”*. In support of Participant 1’s perspective, Participant 4 shared that, *“for a particular moment when (name of CEO) was there, he was there for eight years. That was needed. He needed to bring people together”*.

By contrast, other participants felt that there is no specific personality type ideally suitable for leadership. Instead, leaders need to be developed in order to become successful in their respective leadership roles. Participant 5 was emphatic that *“I’m a firm believer that leaders are developed, they may be people born with certain natural*

traits, or certain advantages. But unless they put in the work, and the discipline and the learning and the grooming and the counselling and all that, they will not eventually become optimum leaders. So, I think that every leader, whether you start with huge deficit or you start with huge advantages, you have to develop yourself to become a better leader all the time. In a similar vein, Participant 2 suggested “Put differently, sometimes we ask the question, are leaders born or are leaders made? As a scholar you have to say both. Because today you can go back and say Napoleon, Martin Luther King, Mandela, Hitler, Bishop Desmond Tutu and find five things that are common in them. We know that leadership can be learnt. But we also know that leadership is a product of your context... isn't it amazing that those teachers that think highly of their students, their students generally do well. So, you do well not because it's in you, but because somebody believes in you. You see, it's outside of you”.

6.3.5.2 Interaction with others

Interaction with others is about a leader's intrinsic desire to engage with others in a manner that fosters mutually beneficial outcomes and brings the best out of the employees and other stakeholders. This theme is also about how the leader enables others to thrive while achieving organisational goals. Such enablement includes giving feedback designed to affirm great work, as well as to remedy behaviours that are not aligned with the organisational direction. Participant 6 mentioned that “*Acknowledging that you don't know everything... I can walk into a room and comfortably say, what is the issue we need to sort out? Do you know anything about this? Tell me more. And what can we do together? And people will be like 'ah, no, we can tell you this and this and this, but they will recognise and want me to be leading that process. I've lost nothing whatsoever, but my vulnerability really helped them to open up as well*”. Participant 3 added that “*a leader needs to be calm and measured. They cannot be simply a reactive person. Because then again, you're not going to get the best out of your team. If people are scared of how you're going to react, they're simply going to step back and say 'I'm not giving my opinion'. So being calm and measured creates that safe space. So, it's not about creating friendships among your team. It's about making them feel safe, making them feel that their voices are heard*”.

Furthermore, Participant 2 highlighted that leadership in the corporate environment needs to be “*others conscious*” and create a relaxed enough atmosphere for employees to optimise productivity. Participant 2 also noted that “*We are at our most*

productive when we are at our most relaxed. Therefore, our job (as leaders) is to put people in a good space where they are relaxed, because when they are relaxed, they can think". Participant 2's views were supported by Participant 3 when she said "*I think behavioural understanding is critically important because you have a team. Each person in that team has a different personality. So, you're aware that team might change over time. And understanding human behaviour is critically important so that you have the ability to deal with any type of conflict, how a person operates from a basic nature perspective so that you can bring out the best in that person".*

In terms of interacting with others, participants mentioned that a corporate leader needs to enable growth, enable challenging conversations, manage conflict as well as provide an atmosphere for productivity.

With reference to enabling growth, it was mentioned that the corporate leader needs to be mindful that he/she needs to create an environment where employees continuously improve on their trade or craft. According to Participant 3 "*You have to have some form of technical understanding. I don't believe it necessarily has to be absolutely at an intimate level of fine detail. But (with) a good technical understanding of the area you can guide and coach, identify areas of development".*

Enable challenging conversations was also mentioned as a corporate leader's courage to confront and address issues that are not going well within the organisation. Participant 2 shared that "*Leadership praises publicly and rebukes privately. When in private, focus on the deed and you are able to induce vulnerability and ownership".* In addition, participant 3 said "*Give people the freedom and the space to be able to criticize, but in a positive manner. Giving people the ability to bring their own thoughts and ideas to the table in a safe space".*

In terms of managing conflict, Participant 3 suggested "*And understanding human behaviour is critically important, so that you have the ability to deal with any type of conflict".* She further had this to say about what is expected of leaders in the corporate environment "*They step back, they digest, they understand the situation, they assimilate and then they respond.* She emphasised the need to "*put yourself in both party's shoes, understand all the facts, gather all the information before you make a decision".*

According to Participant 4, a corporate leader needs to provide an atmosphere of productivity. This is about the leader demonstrating and motivating employees to

continue being productive. Participant 4 articulated it as follows *“For me it is about visibility, yet again that I learnt from other leaders that I’ve worked with. That says out of sight is out of mind. So, you need to be present in people’s lives... especially now during a pandemic, asking do you need assistance with anything?”*. Additionally, Participant 3 asserted that *“it’s more about bringing out that collective knowledge and understanding. That’s critically important”*.

6.3.5.3 Personal intent to make impact

Personal intent to make impact is about one’s personal purpose and the belief that leadership is one’s calling. This purpose and calling are informed by one’s history, upbringing and general observations. In other words, there is a meaningful contribution and impact that one wants to make beyond the basic fulfilment of a positional role. Participant 2 reflected on this theme aptly by saying *“not because I’m cleverer, not because I’m hardest working...but why me? To serve what greater purpose beyond me? When you ask yourself those questions, then say maybe I was brought here for a purpose. Then you start saying actually mina (translated as ‘I’), I want to make some sort of impact. Uyabona ukuthi (translated as ‘do you see that’) impact has got nothing to do with the people you are going to impact. It has everything to do with how you’ve understood your role to be at this point, in this juncture in this moment”*.

In line with personal intent to make impact, participants made reference to the centrality of personal purpose to lead appropriately in the corporate environment. For example, Participant 6 reflected on what questions a leader needs to address *“How do I fit into this world? How do I fit into my world of work? How do I fit into any space that’s there? And what is my contribution? And how far can I go?”*. Participant 5 expanded further about a leader that he admires *“... He had a purpose and a mission. He could have been in a big job as CEO of (Company X), but there was a sense of mission. So again, for me, I could have stayed at (company Y), but the thing I wanted to do with (company Y) for such a long time, which is dealing with South African society and its level of inequality, I always felt that financial inclusion is one of the things we must do in this country. And so, when there was a company whose mission and purpose was financial inclusion, Wow! There was my opportunity!”*.

Furthermore, a leader is said to come into their position with a very specific intent, one that is more than just material gain, but more so about the difference that he/she can

make within their sphere of influence as exemplified by Participant 1 when he said *“That’s the point with Einstein and Mandela, they were in exactly the right spaces in order to make a significant impact in society because they followed their gifts and their strengths in order to get there”*. Given the above data extracts, it can be assumed that intrinsic motivation to make a contribution drives a leader’s intent to make an impact.

Many of the sentiments about personal intent are embedded in the personal historical context of the individual. Three (3) participants spoke of the role of a leader’s historical context, their upbringing and who shaped their value system. Participant 5 shared that *“I think that all of the things about purpose are about influence – where do you get your influence from? Some people get that influence very early in their lives because the parents are there, and they are a great influence. Some people get it from a relative. Some get it from a coach. Some get it from a priest or any of that. All I’m saying is that at some point in your life, there must be an influence that makes a big difference in your life. So, in mine it was my dad. And then there were other influencers”*. In a similar vein, Participant 4 suggested that *“It’s the same things that you get from home you know, consideration. You can’t finish a loaf of bread knowing very well that others haven’t eaten yet. It’s a basic value. Same thing at work, that value is just stretched from five or seven people to 1 300 people. You must be responsible for your brother, become your brother’s keeper”*. Participant 2 then concluded that, *“There must be something more outside of myself that helped me, shaped me, prepared the way for me, long before I came here. The path was eased for me”*.

Reference was made to the fact that role models, such as parents and teachers, tend to become the roots of a leader’s intention to lead and make a difference. Participant 5 phrased it this way *“if you want to play a role in the future, how do you prepare yourself for that? What kind of a person are you? If you are brave enough to participate in the Apartheid struggle, are you brave enough to be a respectful young person? Are you brave enough to listen to your mom? Are you brave enough to do your studies and to do well?... these are the core things right”*.

This intent is often grounded in making a meaningful contribution to the organisation and to the society within which the business is located. It is for this reason that Participant 5 concluded that *“everyone, in their authentic self can lead, and therefore they can vary their style to what is needed”*. Participant 5 further accentuated personal

intent by saying *“but there was a sense of mission. So again, for me I could have stayed at (company Y). But the thing I wanted to do with (company Y) for such a long time, which is dealing with South African society and its levels of inequality... So, when there was a company whose mission and purpose was financial inclusion, wow! There was my opportunity!”*

The individual's historical context that informs their intention to lead and make an impact, is then experienced by that leader as part of their personal identity. According to Participant 1 *“To me I think when the leader shows up as their authentic self, then their identity has the power to influence others in a profound way”*. In this instance, identity was explained as how the leader sees him/herself and how he/she seeks to be experienced by others. Participant 4 then summarised it as such *“and for me it's accountability on a bigger context. It's not accountability only for accountability's sake, it's a responsibility, it's intent and leading with intent. That happens in an environment where values are lived. So, it's not just something that is written on a piece of paper or a handbook for employees... meeting a person was an opportunity you know to live the values”*.

6.3.5.4 Line of sight between the leader and society

The line of sight between the leader and society refers to the acknowledgement that whatever activities and behaviour that a leader carries out, those activities and behaviours have a more far-reaching impact than just within the organisation.

In line with personal intent to lead, four (4) out of the six (6) participants highlighted the need for the leader to have line of sight between what it is that he/she is doing within the organisation and its impact in broader society. The following data extracts confirm the line of sight between the corporate leader and the society within which he/she is leading:

Participant 1: *“How we model who we are influences society profoundly... “If you ask me what the most valuable thing is, you (the leader) have an opportunity to do something positive that will have a sustainable effect on society long after you're not here, if you try to do it right. Unfortunately, the other side of the coin is also true. If you screw it up, society is also going to pay the price. We need to consider our cost benefit analysis to society. Counting the cost of what it is that you are contributing to”*.

Participant 4: *“You need people who will try and understand the socio-economic factors that are affecting our employees on a South African level. So, for me it’s literally a person that tries and is in touch more than anything be in touch with what’s happening around us”.*

Participant 5: *“And a big section (of the participant’s MBA reunion) could not say what they are doing in society. Besides the bling of ‘I’m CEO’ of company A and I earn B... For everything you do, as a leader, you invest. You don’t know how far this investment will go or if it will give you the returns...”*

Participant 6: *“It goes back to self-awareness. Because for me self-awareness makes life much easier for me to navigate situations. I invest time understanding who am I, what am I capable of, what I’m not capable of, how do I fit into this world, how do I fit into my work world, how do I fit into any space that’s there, and what is my contribution?”*

Participant 1 made his concluding remark by challenging leaders to reflect on whether their decisions are costing society in the long term or their decisions are mitigating the cost for an already economically and morally burdened society. Ethical decision-making was an example sighted for mitigating cost and enabling benefit to society. As articulated by Participant 1 *“and that’s the true legacy of leadership. We do what we can, the best we can. How it will be calculated I don’t know. But I truly believe when you focus your energy on the positives, there’s gonna be a benefit for society. If we do this for greed and power and personal ambition and we abuse the platforms, then there’s gonna be a cost imposed on society like we see every day in our world”.*

Further to Participant 1’s contribution regarding Line of sight, it was mentioned that the kind of corporate citizenship that leaders are willing to lead, is also a reflection of Line of sight between the individual and society. A leader who enables good corporate citizenship was associated with attracting and retaining appropriate employees. This was exemplified by Participant 4 who stated that *“The new generation that is joining the workforce, what they want, they want to work for an organisation with a purpose (so as a leader) what are you solving ultimately, you know, sustainability in the environment? What is it that your organisation is proposing?”*

Furthermore, participants seemed to imply that the Line of sight between the leader and society was intrinsic to the leader’s personal intent of wanting to contribute to a bigger purpose and to make an impact. Participant 5 noted that *“for everything you*

do, you invest. You don't know how far this investment will go to give returns". The word "legacy" was used by only one participant, specifically Participant 1 when he said *"and that's the true legacy of leadership. We do what we can the best we can"*. However, the sentiment carried in the interviews suggested that leadership must be about leaving a lasting legacy and impact on the organisation and in society, one that would remain long after the leader's tenure.

6.3.5.5 Organisational Obligations

Organisational obligations are about the day-to-day duties of managerial responsibilities. These are about ensuring an adequately functioning organisation. Participant 6 highlighted that *"In real life environment, that's, that's, that's if you focus on it, you see it. The same notion, if you measure something, you start getting results because this is what you focus on, you measure it"*. In addition, Participant 3 supported Participant 6's views by saying *"We're actually getting results. So, it's that change from 'this is somewhat of a mess', to we (support functions) are a valued business partner... seeing that difference"*. Similarly, managerial responsibilities include ensuring that departments and employees are appropriately resourced to carry out their respective functions, that ethics and governance are of a high standard and that the vision and strategy is front of mind for all employees.

Participants enumerated integrated components that make up the value chain of a corporate leader's organisational obligations. These integrated components were summed up by Participant 6 when he said *"So do I carry with me a vision that will allow the team to achieve what they set out to be achieved. And those objectives that are derived from that vision? Do they talk to what the organisation and the business or whatever structure your leading, is able to deliver? And you look back at that and say fine, this has been optimal. And we couldn't have done better than what we've delivered on. And linked to that is the resources (speaking of employees) that you have as a leader at your disposal. Are you able to influence and inspire them to reach their optimality on their own, within their individual rights?"*.

Participants argued that a corporate leader needs to articulate a clear vision and strategy that will enable deliverables. For example, a vision that says "to put a laptop in every household" allows employees in different departments to see how their day-to-day tasks align with that vision. Participants alluded to the need for the leader in

corporate to possess a persuasive vision as a starting point, to engaging the organisation. Participant 2 articulated that *“When I look at myself in the mirror, I would then be able to say I’m a leader, first it’s some sort of a compelling vision. Even the bible says ‘where there’s no vision the people perish’. So, vision is number one”*. In addition, Participant 3 shared that *“meaningful delivery of services and actions etc. what drives me regardless of what role I’m in, whether it’s HR or any of the previous roles, is seeing the change in the business”*. Participant 6 elaborated further and said *“So do I carry with me a vision that will allow the team to achieve what they set out to be achieved? And those objectives that are derived from that vision, do they talk to what the organisation and the business or whatever structure you’re leading, is able to deliver”*. Two (2) of the participants specifically mentioned the significance of a leader facilitating a process of translating his/her vision into strategy that can then form organisational deliverables. Participant 4 said *“more than anything... a leader (in corporate) is one who is able to communicate the vision, communicate what needs to be done in the organisation. And at the same time knowing that people are not robots. People, you know, we’ve been through a lot in the past year, mental well-being is very important. And that’s one of the things that we’ve been stressing in the organisation right now, to say people are not logging off, so to speak. So, you need a leader that needs to understand the whole individual”*. Participant 6 added that ultimately *“leadership is about influence”*. It is this influence that when vision is communicated, helps others to convert it into deliverables. This translation process is meant to ensure as far as possible that employees see what the leader also sees as exemplified by Participant 4 in the above extract. Therefore, vision, strategy and deliverables are about actually achieving organisational results. Such results are evidence that a leader is present and is directing the organisation appropriately, as summarised by Participant 3 *“Actually getting results... it’s that acknowledgement of ‘we can see the difference that this has made in the business’”*.

In addition to a clear vision and strategy, participants mentioned that corporate leaders require some level of technical expertise and operational understanding. According to Participant 3, *“but a level of technical skill is required in so that at least the work that the people in your team are delivering, you have the ability to have some form of understanding of ‘is this correct or is it totally off-track”*. Participant 4 added that *“You know my kind of leader profile is where as much as we know what needs to be delivered, and we know how we’ve been empowered so that the skill is proper for delivery. That leader, for me needs to always have their finger on the pulse... because*

I've been there, I know how it's done, I've got the experience". Such basic functional understanding will better position him/her to hold employees to account. Ensuring accountability is compromised if the leader does not possess some form of understanding. Participant 3 stated that "I don't believe it is necessary to have to be the absolute intimate level of operational detail. But with a good technical understanding of the areas, you can guide and coach, identify areas of development. But you can also sort of see if a person is delivering substandard work, and if they are trying to pull the wool over your eyes. There I think there is a level of expertise that is required".

Participants also discussed the importance of corporate leaders having prior decision-making experience. They argue that this organisational obligation enhances organisational functioning and involves making ethical choices that might not have immediate visible benefit but pay dividends in the long term. According to Participant 1, a lack of leadership experience can be costly to the organisation. He says that *"I think the toughest part of leadership is to choose to do what is right, sometimes knowing that it will make you very unpopular, sometimes knowing that you are gonna have to take action against people. Because it's hard to be tough on people"*. The ethical choices that Participant 1 spoke of were also confirmed by Participant 2 who said *"Ethical leadership is tautology. This is because "leadership can't be anything else but ethical"*.

An additional part of decision-making is about understanding the complexity of the South African business context. Participant 5 phrased it as follows *"dealing with complexity it very important in South Africa. Because we are a very complex business environment, society, community, people macroeconomics, organisational challenges, stakeholder, unions, the works. So not understanding that complexity makes you make very simple and very one-dimensional decisions. When in fact, sometimes because of complexity, you must be able to deal with what's this fancy English word? When you are dealing with two contradictory things? The word will come to me now (the participant later mentioned 'paradox' as the word he was looking for). So, you are in Covid right. Do you deal with the lives of your staff or their livelihoods? Now this is complexity. It is about always being comfortable with the 'and'. So, it's not lives or livelihoods, it is lives and livelihoods"*.

Furthermore, participants identified the need for corporate leaders to invest in organisational enablers. Participants spoke of support functions such a Human

Resources, Information Technology, Legal Services etcetera, that do not always enjoy the primary focus of executives, but they should. For example, Participant 3 argued that *“... and again, in all of those roles, if you are sort of client facing and producing an income, unless you are a revenue generating environment, you don't really get airtime (at executive management meetings). I think companies need to put a little bit more focus on that. Without divisions such as HR, what is your company? Because you're going to have legislative issues, you're going to have people issues”*. Additionally, Participant 4 spoke of the need for an enhanced organisational function which also involves skills transfer. She said *“... and therefore it's literally what I loved when I was working at (company Z) with about 280 people, where the vibe there was skills transfer. You cannot leave the company open to risk because you did not share your skill. Your skill needs to be delivered even when you are not there. So, when you are seconded at (brand name) you need to transfer the skill to them so that when we pull out, they are able to still continue delivering on what needs to be delivered”*. The above quotes illuminate the importance of leaders putting systems in place to ensure that the organisation is sufficiently autonomous to function independent of those corporate leaders. It is this autonomy that necessitates that the leader must invest in organisational enablers.

6.3.5.6 Awareness of the macro context

The awareness of the macro context refers to the acknowledgement that any organisation functions within a social context. When an organisation is oblivious to the social context within which it functions, then it ceases to be a relevant and value adding participant in that social context. Participant 5 highlighted that it is the leader's role to be aware of the socio-economic context and to engage with paradoxes inherent in that socio-economic context. In that way, he/she ensures that the organisation remains responsive to the context within which it finds itself. Participant 5 articulated his position as follows: *“The right corporate leaders in South Africa have to understand the society in which they operate, and the implications of that society on their business and the future of their business. What do I mean by that?... Our society is the most unequal in the world, and that this is not sustainable. And that unless we as corporates make a dent, a significant dent in the levels of poverty, unemployment, underdevelopment, we may not have a future... the problem is huge, and therefore it needs a multifaceted, multi stakeholder approach to deal with it”*.

Participant 5 further noted in this regard that *“when I fully understand the society I’m functioning in, I’m likely to invest in its future”*. Participant 4 further emphasised the significance of a leader’s awareness of the broader societal context within which he/she is leading. She mentioned that *“You need leaders who will try and understand the socio- economic factors that are affecting our employees on a South African level. Be in touch with what’s happening around us”*.

In the South African context, in particular, mention was made of the historical context of geographical location along racial lines, and how the long-term effects of that racial geographic location are evident in the workplace. According to Participant 5, *“You may have staff members who are late, but you don’t understand that they’ve taken three taxis to get there, then you will not understand. If the majority of your staff are women, and many of them are single moms, it puts a different picture to the kind of organisation you have, in terms of the issues they grapple with on a daily basis”*. Therefore, diversity in all its forms was seen as a key factor in the workplace. In this instance, if a leader understands the diversity in traveling mechanisms or diversity in parenting, then he/she is better able to plan work in a manner that still ensures productivity while accommodating employee uniqueness.

Participant 5’s extract above demonstrates that a leader needs to understand employee diversity and be mindful of creating equity for working conditions for all employees. Participant 4 confirmed this need for understanding diversity by saying *“you need leaders who will try and understand the socio-economic factors that are affecting our employees on a South African level”*. In particular response to the Covid-19 pandemic and subsequent lockdown, Participant 4 observed that *“How many people have study rooms you know in South Africa, or you know with an office in a home environment, it’s not a lot of people who have that”*. Participant 2 accentuated the result of living in an unequal society by saying *“Leadership doesn’t mean you don’t have needs, it doesn’t mean you don’t need positive affirmations, it doesn’t mean you are a millionaire. But leadership says if your neighbour is hungry, you are the one that can’t sleep at night. It’s the higher order thinking”*. In concluding leadership imperative to understand employee diversity, Participant 5 highlighted that *“Our society is just so unequal and continue to be more unequal, especially among black people”*. For this reason, a leader needs to be mindful of how their organisation is engaging with this socio- economic context.

Participants argued that it is not sustainable for any business to only focus on profit margins without actively engaging with the economic inequality. Participant 2 reflected that *“The Japanese have got a wonderful expression that says ‘before you become a millionaire, make somebody else a millionaire’. Unless you’re in a mindset of a leader, if your narrative is the one of having less, you can’t understand this. It must be a mindset of plenty. Let me put it differently. The strongest amongst us are those that are helping others, even if they are struggling with their own problems”*. The reason for this engagement imperative is that the business is unlikely to survive and thrive in the long term, in the presence of such inequality. Therefore, it is in the business’s interest to be concerned about how it contributes to the redress of such an unequal society. When there is less inequality, then there is fertile ground for business growth. Participant 5 felt strongly that *“so if we cannot bring more people into the economy, into this environment, why would they have a stake in it?... But what makes it unique for this country is to have these things (economic inclusion). Because if you don’t have these things, you will, you will not run a business”*. This is because when there is redress, then more people have an opportunity to participate in the economy, therefore, chances are higher for one’s business to make profit in a sustainable way. In the words of Participant 2: *“But leadership says if your neighbour is hungry, you are the one that can’t sleep at night. It’s the higher order of thinking. A hungry neighbour is likely to come and steal from you in order for them to be sustained. Therefore, you are not at peace”*. The extract makes a case for the fact that, if there is no effort put in ensuring sufficient resourcing within a community, then there will be no stability and sustainability for everyone within that community, regardless of how well off or poor they are.

Complexity of the business environment within which leaders need to function was also mentioned as part of understanding the economic inequality. According to Participant 5 *“Because we are a very complex business environment... So, so, so not understanding that complexity makes you very simple and very one-dimensional in decisions you make”*. Participant 5 observed how many business leaders tend to feel challenged to either focus on growing the business or focus on transformation imperatives. He said *“Sometimes because of complexity, you have to deal with paradox when you are dealing with two contradictory things right. So, you are in Covid right, do you deal with the lives of your staff, or do you deal with their livelihoods? So,*

there is this ability to carry two contradictory notions and travel with them. Sometimes you will make a call that favours one over the other. But that's not the immediate thing that you should do. It's not necessarily an either or, it's this and that". A leader should not choose one polarity at the expense of the other, but instead, he/she should recognise that these polarities are not "either or", but rather "this and that".

Furthermore, in dealing with paradox, Participant 1 agrees with Participant 5 that it is not about choosing between "one **or** the other", but rather it is about dealing with both "this **and** the other". He stated, "*in other words what I'm saying Phyllis is, if I am required to be analytical, detailed, structural, using critical thinking to solve a problem, I need to have that flexibility to do that. But in the same instance, that situation may also require me to be creative, innovative and conceptual. And that mental flexibility when I am analytical and creative at the same time. Not the one or the other, but the one and the other*".

In summary, the six (6) semi-structured interviews have highlighted how leadership for the corporate environment needs to be about the individual attributes of the leader, how he/she engages with stakeholders, the kind of impact he/she creates as well as the organisational and socio-economic context that they need to function within.

6.3.6 Phase 6: Outcome report

Since this study made use of a mixed-methods design, no outcomes report will be provided in this chapter. Instead, the results will be discussed in more detail in the final chapter, where it will also be shown how the quantitative results are connected to the qualitative results.

6.4 Conclusion

This chapter described the phases that had been followed as part of the inductive thematic analysis that was conducted on the qualitative data. Six (6) themes were identified. These are Individual leadership attributes; Interaction with others; Personal intent to make impact; Line of sight between the leader and society; Organisational obligations; and Awareness of the macro context within which leadership occurs. It is these themes that are integrated into the discussion presented in chapter 7.

CHAPTER 7

DISCUSSION, LIMITATIONS OF THE STUDY, RECOMMENDATIONS FOR FUTURE RESEARCH AND CONCLUSION

7.1 Introduction

In chapters 5 and 6 the results of the quantitative and qualitative data analyses were presented. This chapter discusses those results and the integration thereof in terms of the study's primary aim and objectives. Since this study adopted a Sequential Explanatory Mixed Methods design, it is logical that results will also be explained in a sequential manner, on a concept-by-concept basis. However, to avoid the chapter being repetitive, a weaving approach to explaining results has been adopted. This is particularly the case, given that integration occurs when the qualitative and the quantitative data are fused and produce information that mutually support each other (Santos, Erdmann, Meirelles, Lanzoni, Cunha & Ross, 2017). In the final part of the chapter, attention is given to the limitations of the study, recommendations for future research are made and the study's conclusion is presented.

7.2 Weaving Approach for Results Interpretation

It has been mentioned previously (1.6 and 4.2) that the primary aim of the study is to contribute to the growing body of leadership knowledge, specifically to investigate the role of personality, emotional intelligence and spiritual intelligence among leaders in the corporate environment of South Africa. In order to respond to this aim, the study adopted the Sequential Explanatory Mixed Methods Design. This method is helpful in gaining an in-depth understanding of trends and patterns, as well as studying various perspectives or understanding the relationship between variables (Maree, 2011). In this study, the said research design has been used to validate quantitative findings and to better understand participants' experiences, as quantitative data does not typically provide sufficient depth.

Mokgomola (2024) has pointed out that there are various approaches in which qualitative and quantitative data can be integrated. She has outlined three methods, namely Weaving, Contiguous, and Staged approaches. Mokgomola (2024) also asserts that the Contiguous approach to integration involves the presentation of findings within a single report, but the qualitative and quantitative findings are reported

in two (2) different sections. The Staged approach to integration often occurs in multistage mixed methods studies, when the results of each step are reported in stages as the data are analysed and published separately. Thirdly, the Weaving approach involves writing both qualitative and quantitative findings together on a theme-by-theme or concept-by-concept basis. Given the three approaches, the Weaving approach has been deemed to be most appropriate for the present study. This approach is utilised to integrate the different data outcomes and narrates leaders' perspectives of the roles of personality, emotional intelligence and spiritual intelligence in effective leadership and leadership excellence.

7.3 Prevalence of Personality, Emotional Intelligence, and Spiritual Intelligence in South African Leaders

This section discusses the integrated results yielded by the quantitative and qualitative data on the prevalence of personality, emotional intelligence and spiritual intelligence among leaders in the corporate environment of South Africa.

7.3.1 Personality

Table 5.1 demonstrates that the leaders in this study scored above average on Ambition, Sociability, Interpersonal Sensitivity, Inquisitive and Learning Approach. Since the minimum and maximum to be obtained on each of the scales is 0 and 100 respectively, the midpoint that determined whether someone scores above average (high), average or below average (low), is 50. The mean scores obtained were compared with this midpoint. This means that leaders in this study are ambitious and sociable, with a high degree of interpersonal sensitivity. These leaders are inquisitive and eager to learn academically. This quantitative result was substantiated by two (2) of the qualitative themes that emerged from the qualitative data. The specific themes are Individual Leadership Attributes (Theme 1) and Interaction with others (Theme 2). Individual Leadership Attributes refer to the leader's unique set of characteristics that enable him/her to be sufficiently grounded in themselves and to be favourably positioned to be a positive influence. Those attributes included life-long learning, adaptability and responsiveness. Additionally, participants spoke of those attributes as a leader's self-knowledge, self-awareness and self-management, as well as character. Theme 1, therefore, aligns well with qualitative results about a leader's inquisitiveness,

eagerness to learn, as well as his/her sense of ambition. In terms of Theme 2, namely Interaction with others, participants were unanimous about the importance of a leader's ability to interact with others well. They listed characteristics such as soliciting feedback, enabling growth in others, ability to have courageous conversations, as well as the ability to manage conflict appropriately. Theme 2, therefore, confirms quantitative results about a leader's Interpersonal Sensitivity and their Sociability scores.

Table 5.1 further demonstrated that participants scored below average on Adjustment. This result suggests that leaders in the present study are self-critical and tense, though spontaneous at times. The result also indicated that leaders in the present study tend not to heed rules that are not perceived to be meaningful and purposeful. This quantitative finding was not confirmed by the qualitative data of the present study. One of the reasons for the contradiction between the quantitative and qualitative measure of Adjustment, is the context of when the quantitative data of the present study was collected. It was during the early days of a tumultuous and unprecedented global context, namely the beginning of the Covid-19 pandemic. Consequently, it is likely that the participants' low Adjustment scores were also informed by the focus to sturdy their proverbial organisational ships, while at a personal level, dealing with possible life-threatening circumstances and possible loss. By contrast in the qualitative findings, as reflected in Themes 1 and 2, participants demonstrated very clearly what the standards and requirements of a leader need to be. While participants had conceptual knowledge, the lived experience demanded that they respond differently in that moment.

Participants in this study also scored below average on Prudence. The latter is defined as a tendency to deliberate carefully and to inhibit impulses. It further assesses how conscientious, conforming and dependable a person is, leading to being systematic in following rules and established principles. Given participants' below average scores on this trait, it is likely as a result of their above average scores on Inquisitiveness and Learning Approach. It is likely that their openness to explore new approaches to leadership held a much higher value than to comply with principles that negate intellectual exploration. This notion is confirmed by the qualitative data in Theme 1,

which highlighted a leader’s need to engage in ongoing learning. In other words, it is likely that leaders who score low on Conscientiousness are unlikely to adhere to convention at the expense of exploring new and innovative possibilities. For this reason, the low scores on Prudence serve a meaningful, even positive purpose for leaders in this study.

In light of above discussion on prevalence of personality as measured by the HPI, it is important to reflect how this prevalence relates to what literature refers to as the Five Factor Model (FFM). The FFM is a unifying framework made up of five (5) personality traits in the study of personality (Bartone, Eid, Johnsen, Laberg & Snook 2009). The said traits are Extraversion, Conscientiousness, Intellect, Emotional Stability and Agreeableness. The framework has been used as a lens through which assessment tools are designed and administered, including the HPI. The HPI has derived its seven (7) subscales from the FFM as demonstrated in Table 7.1 below.

Table 7.1: Five Factor Model and the Hogan Personality Inventory (HPI)

Big Five Model (FFM) Construct equivalent	HPI Construct equivalent
I. Extraversion/ Surgency	Ambition Sociability
II. Conscientiousness	Prudence
III. Intellect/ Openness to Experience	Inquisitiveness Learning approach
IV. Emotional Stability Adjustment	Adjustment
V. Agreeableness	Interpersonal Sensitivity

Source: Author’s own interpretation

According to the FFM, three (3) of the five (5) traits play a significant role in leadership success. These are Extroversion, Openness to Experiences and Conscientiousness. Firstly, Extroversion (Ambition and Sociability in HPI) refers to the extent to which individuals are sociable, talkative, energetic, adventurous, and assertive (e.g., Goldberg, 1992; McCrae & Costa, 1987). Extraverted individuals mostly seek engaging, stimulating events, usually in the form of social, gregarious experiences (Moss & Ngu, 2006). Given the explanation of extraversion, it follows that a leader who

possesses this trait is likely to be favourably positioned for leadership in the corporate environment.

The second trait of leadership effectiveness that has been confirmed by the present study is Inquisitiveness and Eagerness to learn. This trait reflects the degree to which leaders are curious, reflective, creative, imaginative, original, independent and unconventional (Goldberg, 1992). The trait is often ascribed to a need to experience variety and novelty. This trait is further associated with the capacity to maintain a diverse variety of conflicting thoughts, feelings, and impulses without minimizing one's effectiveness in their leadership role (Anandanatarajan, 2019; Bergner, 2020; Hassan, Asad & Hoshino 2016; Moss & Ngu, 2006).

The third trait most consistently associated with leadership effectiveness is Conscientiousness (which includes Prudence). It is the extent to which an individual is organised, thorough, responsible, disciplined, motivated, and ambitious (Goldberg, 1992; McCrae & Costa, 1987). As a consequence, Conscientiousness reflects the deference of immediate desires to ensure the fulfilment of future objectives (McCrae et al., 1987). Such goals are often impersonal and not socially oriented. According to Moss and Ngu (2006), Conscientiousness is associated with integrity and the desire to comply with established principles. It is the ability to do what is right and not compromise one's values or integrity. As illustrated in Table 7.1, Adjustment is the equivalent of Conscientiousness. Literature asserts that when leaders score low on this trait it is often because they have an elevated sensitivity to stimuli that are perceived as adverse by the individual (Goldberg, 1992; McCrae & Costa, 1987; Moss & Ngu, 2006). In addition, such leaders tend to be self-critical and tense (Hogan & Hogan, 2007). However, as mentioned earlier in the present discussion, this low Adjustment score needs to be viewed in the context of the beginning of the Covid-19 pandemic, when quantitative data was collected. Therefore, participants' low Adjustment was also informed by the focus to sturdy their proverbial organisational ships while at a personal level, dealing with possible life-threatening circumstances and possible loss.

In terms of the Psycho-neurophysiological perspective of personality, Reynolds, Turner, Branscombe, Mavor, Bizumic and Subasic (2010) argue that there is a dynamic interaction between personality and social psychology. They assert that an individual's behaviour is an outcome of the continuous and reciprocal interaction between the individual's personality and the situations that individual encounters. In other words, the individual and the situation are an irreducible 'whole' that must be studied in relation to each other. Therefore, leaders' most dominant personality traits in the present study (Ambition, Sociability, Interpersonal Sensitivity, Inquisitive and Learning Approach) must be seen as intricately connected to the context within which they lead.

In terms of the Neurology aspect of the Psycho-neurophysiology framework, three (3) assumptions need to be considered according to Brooks, Hulst, de Bruin, Glas, Geurts and Douw (2020). Firstly, different personality traits differentiate into independent neural substrates that represent different traits at the brain level. This may vary from individual to individual. Secondly, neural substrates are characterised by the same trait-like properties as behavioural traits across situations and time. These trait-like properties directly influence information processing and behaviour. For example, though a corporate leader might have an extroversion (i.e. Ambition) substrate, but in a management meeting context he/she is unlikely to manifest his/her extroversion (Ambition) to a full extent, compared to when he/she is at a performance management discussion. Therefore, the corporate leader's neural substrates in the management meeting will not follow those of extroversion. Instead, the neural substrates will correspond with the behaviour of being more subdued. Thirdly, the individually unique component that reflects the trait on the neural level, overlaps with the neural systems responsible for the processing of trait-congruent situations. This means that if the corporate leader is inherently an extrovert (neural level), then they will likely seek out social contexts that will accentuate their extroversion (trait-congruent situations).

From a Physiological perspective, in the same way that an organisation as a social context can yield personality change, it can be argued that Exercise as a physiological drivers (unpacked in 3.2.3) can also be seen as an environment that facilitates personality adaptations. For example, when a corporate leader becomes intentional

about physical exercise, then the corporate leader's physiological environment will require of the leader's personality to respond to that adaptation. As a result, his/her personality manifestation will leverage from an optimum physiological environment, thus the corporate leader will perform his/her responsibilities more effectively. Therefore, the dynamic relationship between leaders in the present study and their environment has likely contributed to the manifestation of these leaders' personality profile.

7.3.2 Emotional Intelligence

Table 5.2 demonstrated that leaders in the present study scored within the adequate functioning range on all elements of Emotional Intelligence. Participants were of adequate functioning on Self-perception. Their scores indicated that they have a healthy personal relationship with themselves as individuals. The qualitative data confirmed the significance of a leader's Self-perception in Theme 1, namely Individual Leadership Attributes and Theme 3, namely Personal intent to make impact. While Theme 1 was revisited elaborately in 7.3.1 above, Theme 3 requires further unpacking. Theme 3 refers to one's personal purpose and the belief that leadership is one's calling. This purpose and calling are informed by a leader's personal and social history, their upbringing and their general societal observations. In other words, there is a meaningful contribution and impact that a leader wants to make, beyond the basic fulfilment of a positional role in the corporate environment. Within this theme, participants mentioned four (4) attributes, namely: Personal identity, Personal historical context, Personal purpose and Personal intent. These four (4) qualitative attributes confirm the quantitative data in terms of the imperative for a leader to have a good relationship with him/herself, i.e. Self-perception. The latter also includes Self-actualisation, which entails a sense of purpose.

Secondly, participants scored within the adequate functioning range of Self-expression. This score suggests that participants share their opinions in a calm and understandable manner. This quantitative finding was substantiated by qualitative results provided by Theme 2. The latter refers to Interaction with others. Interviewed participants asserted that, creating an atmosphere for productivity, managing conflict

and, enabling courageous conversations, are important attributes for a leader's ability to interact with others.

Thirdly, the Interpersonal scores were also within the adequate functioning range. Participants' scores indicated that they tend to have mutually beneficial relationships with colleagues and others. This quantitative result was confirmed by the qualitative findings expressed in Theme 1, specifically about being open to hear feedback from colleagues. Such feedback tends to enable improved and a better quality of relationships. Theme 2 of the qualitative results also confirmed quantitative data and highlighted the imperative for a leader to enable growth in others while creating an atmosphere of productivity at the workplace.

Fourthly, the Decision-making scores were within the adequate functioning range. This means that leaders in the present study have the ability to make emotionally laden decisions without being consumed or derailed by emotion. They are able to solve problems and reason things out within shared reality. This Decision-making quality was confirmed by Theme 5 of the qualitative data. The said theme is labelled Organisational Obligations. In this theme, participants used the phrase "Decision-making", to highlight the importance of a leader's role in fixing and rehabilitating the organisation where required. Decision-making was also implied when participants spoke of a leader choosing to share a particular vision, strategy, deliverables, in line with organisational obligations.

Finally, Stress Management scores also demonstrated that participants are functioning within the adequate range. Leaders in the present study have sufficient stress tolerance, are adaptable and have appropriate amounts of optimism. This finding was confirmed by the qualitative data presented in Theme 1 on Individual leadership Attributes. Participants highlighted the importance of Adaptability and responsiveness, as well as Self-regulation and Self-management.

The above discussion on emotional intelligence confirms literature's assertion on the positive relationship between Emotional intelligence and effective leadership (Alon &

Higgins 2005; Cavallo, 2006; Hernandez, Luthanen, Ramsel, & Satuke 2015; Stein & Book, 2011). In literature, emotional intelligence has been shown to play a key role in determining leadership acumen in the workplace (Alon & Higgins 2005; Cavallo, 2006; Hernandez, Luthanen, Ramsel, & Satuke 2015; Stein & Book, 2011). The more senior a leader is, the more likely it is that emotional intelligence plays a prominent role in their success (Goldman, 2011). The significance of emotional intelligence in a corporate leader is best demonstrated in how they have mastery in dealing with corporate challenges in the workplace. Those challenges require intentional awareness of one's emotions and those of others in to create a conducive work environment that enables productivity (George, Okon, & Akaighe, 2022).

In terms of the present study's Psycho-neurophysiological framework, literature on EQ mostly focuses on the social psychology aspect of a leader's effectiveness (Bar-On, 2006; Bar-On & Parker, 2000; Goleman, 1998; Goleman, 2011; Mayer & Salovey, 1997; Mills, 2009; Stein & Book, 2011). This focus has been demonstrated through leaders' awareness of themselves and how they respond to their contexts in terms of interpersonal relationships and how they make decisions. However, in the context of the present study, the Psycho-neurophysiological lens also demonstrates that there is neurological basis of emotional intelligence. Four (4) primary structures have been linked to emotional intelligence (Bar-On, 2010; Guy-Evans, 2021; He, Mao, Sun, Zhuang, Zhu, Qiu & Chen, 2018). The said structures are the limbic system, prefrontal cortex (orbitofrontal and ventromedial), the anterior cingulate and the insular cortex. Each of these structures provide a platform for the leader's behavioural manifestation of adequate emotional intelligence, as unpacked in 3.3.2.2.

Physiologically, Nutrition has proven to have the most consistent relationship with EQ in the present study. This means that when a leader is intentional about his/her Nutrition habits, he/she is likely to exhibit behaviour patterns that demonstrate adequate emotional intelligence. It is further likely that Nutrition as a leader's physiological environment, is enabled by an effective leader's EQ. This is because here is a symbiotic and inseparable relationship between the leader and his/her environment.

7.3.3 Spiritual Intelligence

Participants scored consistently very high on spiritual intelligence (see Table 5.3). This means that leaders in the present study possess high levels of all three (3) spiritual intelligence attributes.

Firstly, leaders exhibited high scores on Interconnectedness with self, with others and with their corporate environment. Theme 4 and Theme 6 of the qualitative findings confirmed this result. The Themes are Line of sight between the leader and society (Theme 4), and The Awareness of the macro context within which leadership occurs (Theme 6). Participants spoke of the broader societal impact in Theme 4. In terms of Theme 6, participants mentioned five (5) attributes, namely: Awareness of the multi-cultural society within which a leader leads; Complexity of the business environment; The impact of a vastly unequal society that one must lead within; The transformation imperative; and lastly, the Paradox and contradiction of leading within a changing society. Furthermore, Theme 6, refers to the acknowledgement that any organisation functions within a social context. When an organisation is oblivious to the social context within which it functions, then it ceases to be a relevant and value-adding participant in that social context. The qualitative findings highlighted that it is the leader's role to be aware of the socioeconomic context and to engage with paradoxes inherent to that socioeconomic context. In that way, the leader ensures that the organisation remains responsive to the context within which it finds itself. In the South African context, in particular, mention was made of the historical context of geographical location along racial lines, and how the long-term effects of that racial geographic location are evident in the workplace.

Participants further asserted that it is not sustainable for any business to only focus on profit margins without actively engaging with the economic inequality. The reason for this engagement imperative is that the business is unlikely to survive and thrive in the long term, in the presence of such inequality. Therefore, it is in a business' interest to be concerned about how it contributes to the redress of such an unequal society. When there is less inequality, there is fertile ground for business growth. This is because when there is redress, more people have an opportunity to participate in the economy, therefore possibilities are better for one's business to generate a profit in a

sustainable way. There is a case to be made for the fact that, if there is no effort put into ensuring sufficient resourcing within a community, then there will be no stability and sustainability for everyone within that community, regardless of how well off or poor they are. There was an observation made on how many business leaders tend to feel challenged to either focus on growing the business or focus on transformation imperatives. However, a leader should not choose one polarity at the expense of the other, instead he/she should recognise that these polarities are not “either or”, but rather “this and that”. Therefore, it is not about choosing between “one or the other”, but rather about dealing with both “this and the other”.

Literature on inequality levels in South Africa confirms the above finding. According to Imraan Valodia (2023), South Africa is ranked number one in a list of most unequal societies in the world. Valodia (2023) asserts that based on most recent data, South Africa has the highest income inequality in the world, with a Gini coefficient of around 0.67. The Gini coefficient is a widely used statistical measure of how income is distributed in the population of a country. It takes a value between 0 and 1. A coefficient of 1 indicates perfect inequality – where one individual in a country would earn all the income in that country. Conversely, a coefficient of 0 is an indicator of perfect equality, where the income of the country is distributed perfectly equally among all its citizens. Given this description it seems that South Africa’s Gini is exceptionally high.

Secondly, the leaders quantitative result exhibited a high sense of purpose and meaning for tasks that they embark on and events that they encounter. This quantitative finding was corroborated by the qualitative interviews. Specifically, Theme 3 of the qualitative data, namely Personal intent to make impact, confirmed the quantitative result. Participants listed three (3) attributes associated with this theme. These are Personal purpose, Personal intent and Personal identity. These attributes were said to be informed by a leader’s personal history, their upbringing and general observations around them. Participants asserted that a leader’s personal purpose is informed by the belief that his/her leadership response is in fact his/her calling.

Thirdly, the leaders in the present study have a heightened consciousness and deepened awareness of self and of others. The qualitative interviews confirmed the quantitative data through Theme 1 and Theme 4. Theme 1 was about Individual Leadership Attributes as unpacked in 7.3.1 above. Some of those attributes are Individual reflection, Self-knowledge, Self-awareness and Self-management. Theme 4 was about Line of sight between the leader and society. This theme refers to the acknowledgement that, whatever activities and behaviour a leader carries out, those activities and behaviours have a far-reaching impact than just within the organisation. This qualitative theme, therefore, highlighted the deep awareness that a leader has about him/herself and their context.

It was interesting to observe that participants often spoke about the attributes of spiritual intelligence and emotional intelligence interchangeably. This interchange between the two (2) constructs may be indicative of the positive relationship between the two (2) constructs. This relationship will be unpacked further in 7.4.1 below.

The descriptive statistics on spiritual intelligence displayed in Table 5.3 confirm that leaders measuring high with regard to spiritual intelligence, will lead effectively in the corporate environment. According to Pavez, Kendall and Laszlo (2021), at the centre of a leader's spiritual intelligence is the awareness (and consciousness) of interconnectedness between individuals, organisations, society, the natural environment as well as the transcendental. Pavez et al. (2021) further argue that this awareness is borne from accepting that businesses are embedded in much larger social, cultural, political, and ecological systems, where the role of companies is not only profit maximisation but also contributing to creating a flourishing world. Pavez et al. (2021)'s assertion was also articulated by qualitative data in Themes 4 and 6 where participants respectively spoke of Line of sight between the leader and society, as well as awareness of the macro context within which leadership occurs. This finding on interconnectedness and heightened consciousness also aligns with Harung et al.'s (2009) notion which states that leaders need to develop their consciousness to the highest level to function optimally in their roles.

Consciousness, as described in the Psycho-neurophysiological approach (3.3.2.3), implies that, since there is a dynamic interaction between human behaviour and the

social context, spiritual intelligence becomes the tool through which individuals become aware and conscious of themselves in relation to others (Harung et al., 2009; Sewell, 1989; Tausig & Fenwick, 2011). In terms of corporate leadership and spiritual intelligence, the conscious awareness of interconnectedness between the corporate leader and his/her social context implies that when he/she behaves with positive and value adding intent, this edifies the social environment as much as it edifies the leader him/herself.

The neurology of consciousness is the essence of spiritual intelligence (Dehaene & Naccache, 2001). Dehaene et al. (2001) argue that there are two (2) principles that govern consciousness. Firstly, attention is a prerequisite of consciousness. There seems to be no conscious perception without attention. Secondly, Dehaene et al. (2001) posit that consciousness is required for specific mental processes. They further argue that three (3) of these mental processes require consciousness. Namely, durable and explicit maintenance of information in working memory; novel combinations of operations; and intentional behaviour. The various contents of consciousness-mapping share common brain structures and mechanisms (Dehaene & Naccache, 2001; Fischer, Boes, Demertzi, Evrard, Laureys, Edlow, Liu, Saper, Pascual-Leone, Fox & Geerling, 2016). Three (3) brain structures are primary in that mechanism. These are the prefrontal cortex (PFC), the anterior cingulate (AC) and the brain stem.

In the context of spiritual intelligence, two (2) of the six (6) physiological drivers seem even more pivotal. These two (2) drivers are mindset and brain fitness. The reason for their significance in SQ is because the growth mindset puts the corporate leader in a position of openness to maximising the interconnectedness of all things. Such interconnectedness will include who they are as an individual, social interactions within the organisation, and organisational outcomes.

7.4 Relationships among Personality, Emotional and Spiritual Intelligence

One of the objectives of the present study is to determine if relationships exist between Personality, Emotional Intelligence and Spiritual Intelligence. In this section, these relationships are discussed, using the same sequence that was applied when the correlational analyses were conducted, which is:

- Spiritual Intelligence and Emotional Intelligence subscales

- Personality and Emotional Intelligence subscales
- Spiritual Intelligence and Personality subscales

This section also discusses the significant correlations obtained between the physiological drivers and the three constructs under investigation, namely personality, emotional intelligence and spiritual intelligence.

7.4.1 Correlations between Spiritual and Emotional Intelligence

Table 5.4 indicated that there was a medium, significant positive correlation ($r=0.457$; $p \leq .01$) between the total score of spiritual intelligence and Self Perception. There was also medium, significant positive correlation ($r=0.336$; $p \leq .01$) between the total score of spiritual intelligence and Self Expression. Furthermore, there was a medium, significant positive correlation ($r=0.382$; $p \leq .01$) between the total score of spiritual intelligence and Interpersonal. In addition to the above, there was also a medium, significant positive correlation ($r=0.313$; $p \leq .01$) between the total score of spiritual intelligence and Stress Management.

The statistically significant positive relationships between the total score of Spiritual intelligence and most elements of emotional intelligence established in Chapter 5 (Table 5.4), suggests that when a leader has a healthy relationship with him/herself (Self-Perception), is mindful of interpersonal engagements (Self-Expression and Interpersonal), and manages stress well (Stress Management), then they are likely to have high levels of spiritual intelligence. This means that the leader is likely to be mindful of personal purpose (SQ), the meaning they attribute to their leadership experience (SQ) as well as having awareness of the interconnectedness within the company's ecosystem (SQ). This statistically significant relationship between EQ and SQ implies that, when a leader has high emotional and spiritual intelligence, then he/she lives out elements of Steward leadership, in that the steward leader has Self-Awareness and also has Awareness of Stakeholders. In this way, that leader lives out the stewardship values of purposeful engagement with multiple stakeholders. This leader also has a long term, multi-generational perspective during their leadership tenure. This integration of emotional intelligence and spiritual intelligence with Steward leadership is best expressed by three themes that emerged from this study's qualitative data. These themes are Personal intent to make impact (Theme 3), Line of

sight between the leader and society (Theme 4), as well as Awareness of the macro context within which leadership occurs (Theme 6). Each of these themes have been articulated in 7.3 above.

The statistically significant and positive correlation between spiritual intelligence and emotional intelligence is an important finding, for two (2) substantial reasons. Firstly, Wigglesworth (2011) has established that emotional intelligence is a precondition to the development of spiritual intelligence (See Figure 2.1). Since spiritual intelligence is concerned with consciousness around purpose, meaning and interconnectedness, it makes sense that this level of consciousness is preceded by awareness, as defined in emotional intelligence literature (Booyesen; 2017; Howard, Guramatunhu-Mudiwa & White, 2009; Malik & Tariq, 2016; Safara & Bhatia, 2013; Samul, 2020; Vaughan, 2002; Wigglesworth, 2011; Zohar, 1997; Zohar & Marshall 2000). The literature positions emotional intelligence as the personal and social skills that influence the way in which one recognises and manages emotions, perceives and expresses oneself, develops and maintains social relationships, copes with challenges, as well as demonstrate the ability to use emotional information in an effective and meaningful way (Bar-On, 2006; Bar-On & Parker, 2000; Goleman, 1998; Goleman, 2011; Mayer & Salovey, 1997; Mills, 2009; Stein & Book, 2011). It is therefore, assumed that these skills will play an important role in effective leadership.

The second reason relating to the important relationship between emotional and spiritual intelligence, has to do with the neuro-psychophysiological basis of this relationship. It has been established in 3.3.2 and 3.3.3 that the anterior cingulate cortex (ACC) is involved in emotional intelligence, as well as in spiritual intelligence (Guy-Evans, 2021; Seamans & Floresco, 2022). The ACC is believed to be helpful in handling and regulating emotions, behaviour, and managing pain, as well as impulse control. From a spiritual intelligence perspective, the ACC is involved in the experience of consciousness (Lane, Reiman, Axelrod, Yun, Holmes & Schwartz 1998; Luu & Pederson, 2004). The discussion in 3.3.3 of the present study also established that the anterior cingulate cortex (ACC) serves to detect and monitor contradictions and conflicts in information processing. This finding is important for leadership in that, when their SQ is highly developed, and seized with purpose and meaning, then leaders are

likely to have high emotional intelligence. The assertion means that leaders will engage with stakeholders in a mutually beneficial manner and be consistently collaborative. Such collaboration will enhance organisational productivity.

In addition to the foregoing Psycho-neurological basis of EQ and SQ correlation, Botvinick (2007) asserts that the ACC further monitors action outcomes that result from processed information. As a result, Botvinick (2007) concludes that such monitoring by the ACC guides decision-making. However, this assertion contradicts the findings in the present study. In the present study, there was no significant relationship found between spiritual intelligence and Decision- Making. Since this absence also contradicts the findings of Arsang-Jang, Khoramirad, Pourmarzi, and Raisi (2017) that stated spiritual intelligence plays a positive role in ethical decision-making of nurses, it is recommended that more research is required pertaining the topic, especially since Singer and Gray (1995) argues that there are neural processes in the brain devoted to making interconnections that unify rational, emotional, and spiritual experiences.

It has been mentioned in 7.3.3 that in the qualitative findings, participants tended to speak interchangeably about spiritual intelligence and emotional intelligence. It is thus likely that, though participants are not consciously aware of the Psycho-neurophysiology basis of the EQ – SQ relationship, they are aware of the interdependent behaviours associated with the two (2) constructs. For example, given the quantitative data, when a leader exhibits and articulates a strong sense of purpose in their leadership role – a compelling vision – such behaviour is likely to be accompanied by a strong emotional intelligence basis. This is also confirmed by literature on transformational leadership (Avolio, & Gardner, 2005; Barton, 2021; Bass & Riggio, 2006; Jackson 2020; Northouse, 2012; Tirmizi, 2002). Pillay et al. (2013) suggest that transformational leaders create a shared emotional experience through sharing a compelling vision (part of a leader's purpose in SQ) and driving the achievement thereof. Given that leaders can affect employee emotions by getting employees to feel positive about an outcome, then leaders' SQ can also affect employee performance (Crowley, 2022).

Given the foregoing correlation discussion between spiritual intelligence and emotional intelligence, it can be deduced that this relationship is foundational to Steward Leadership. As mentioned in 2.4.2, Steward leadership is focused on the long-term management of organisational resources in pursuit of a higher purpose than only financial profit (Caldwell, Hayes, Karri, & Bernal, 2008; Hernandez, 2012; Kamer, 2018; Karns, 2011; Till & Petrany, 2013; Waters, 2013; Wilson, 2016;). Such leadership is further focused on the sustainable well-being of all role players in the ecosystem of that organisation. In this instance, “role players” include multiple stakeholders such as employees, suppliers, customers, shareholders, as well as the community within which the business is located (Karns, 2011). Steward leaders are driven mostly by a purpose bigger than themselves. Given that “Purpose” is part of spiritual intelligence and given that the focus on sustainability of all stakeholders is part of a leader’s connectedness (SQ) and interpersonal relationships (EQ), it makes sense that Steward leadership is based on foundations of spiritual and emotional Intelligence. In other words, in order for steward leadership to manifest, there must be adequate presence of emotional and spiritual intelligence. Therefore, emotional intelligence and spiritual intelligence are foundational to Steward leadership.

7.4.2 Correlations between Personality and Emotional Intelligence Subscales

Table 5.5 indicated that there was a strong, significant medium correlation ($r=0.401$ at $p \leq 0.01$) between Adjustment and Self Perception. Secondly, there was a medium, significant positive correlation ($r=0.429$ at $p \leq .01$) between Adjustment and Self Expression. Thirdly, there was a large, significant positive correlation ($r=0.520$ at $p \leq 0.01$) between Adjustment and Decision-Making. Finally, there was a medium, significant positive correlation ($r=0.463$ at $p \leq 0.01$) between Adjustment and Stress Management.

The second personality trait that had a strong, significant positive correlation with four (4) of the emotional intelligence scales was Interpersonal Sensitivity. It was found that there was a medium, significant positive correlation ($r=0.374$ at $p \leq 0.01$) between Interpersonal Sensitivity and Self-perception. Secondly, there was a medium, significant positive correlation ($r=0.377$ at $p \leq 0.01$) between Interpersonal Sensitivity and Self-expression. Thirdly, there was a medium, significant positive correlation ($r=0.377$ at $p \leq 0.01$) between Interpersonal Sensitivity and Interpersonal scale of EQ.

Fourthly, there was a medium, significant positive correlation ($r=0.394$ at $p \leq 0.01$) between Interpersonal Sensitivity and Stress Management.

The summation of these findings suggests that the higher a leader's Adjustment scores, the more likely he/she is to have high emotional intelligence. Furthermore, the higher the leader scores on Interpersonal Sensitivity, the more likely he/she is to be emotionally intelligent. Since Adjustment and Interpersonal Sensitivity are about relationship with the self and interaction with others respectively, it makes sense that these personality components would correlate favourably with emotional intelligence, which, in essence, is about the self and how the self relates with others. These findings confirm Cavaness, Picchioni and Fleshman (2020)'s assertion that understanding the importance of emotional intelligence and its connection to dimensions of personality, provides an additional tool for leaders to become more effective and successful in their role. Cavaness et al. (2020) further purport that personality traits alone are not sufficient to lead effectively. They indicate that a leader's personality traits can be enhanced by a leader's intentional development of his/her emotional intelligence skills.

7.4.3 Correlations between Spiritual Intelligence and Personality subscales

Table 5.6 demonstrated that there is a medium, significant positive correlation between the total score of spiritual intelligence and the personality trait, Adjustment ($r=0.424$ at $p \leq 0.01$). This result suggests that the higher a leader's spiritual intelligence is, the more likely they are to be well adjusted. This result has confirmed literature on the relationship between SQ and Adjustment. According to Anandanatarajan (2019), Barton (2021), as well as Cavaness, Picchioni, and Fleshman (2020), Adjustment is associated with courage to stay the course. It implies both being at the forefront of a crisis and not shying away from making decisions. This is particularly the case when leadership intends to drive large scale change. While there is a significant strong positive correlation between the two (2) constructs, it must be mentioned that participants in the present study scored below average on Adjustment (see 7.3.1). By contrast, they scored significantly high on spiritual intelligence. It was indicated in 7.3.1 that one of the reasons for these low scores on Adjustment might have been the context of a global Covid-19 pandemic. It stands to reason therefore, that participants may have used personality traits that they scored

high on, to compensate for the low Adjustment scores. According to Dent, Higgins and Wharff (2005), spiritual intelligence is still a developing field of study, and hence, has not yet developed a conclusive consensus on definition and measure. More research is thus needed on the topic. Further research will assist in understanding correlations between SQ and Adjustment.

Table 5.6 also indicated a medium, significant positive relationship between the total spiritual intelligence score and the personality trait Ambition ($r = 0.348$ at $p \leq 0.01$). The Ambition subscale confirms that when a leader is sociable, talkative, energetic, adventurous, and assertive, he/she is likely to lead well (Goldberg, 1992; McCrae & Costa, 1987; Moss & Ngu, 2006). Further, leaders with Ambition mostly seek exciting, stimulating events, usually in the form of social, gregarious experiences. It resultantly makes sense that a leader's sense of purpose and interconnectedness will correlate positively with his/her sense of personal drive and engagement with others. Furthermore, it is the view of the researcher that the leaders' above average Ambition scores may have served to compensate for participants' below average Adjustment scores. As previously mentioned in 7.3.1, this is because according to Hogan and Hogan (2007), the different personality scales are interconnected and impact each other. These score should therefore not be seen in isolation of each other.

7.4.4 Correlations between Physiological Drivers and Personality, EQ and SQ

The present section outlines the relationship between the subscales of the three (3) constructs under investigation and the six (6) physiological drivers of Brain Fitness, Stress Coping, Nutrition, Mindset, Sleep and Exercise (see 3.2.3). As indicated in Chapter 3, there exists a gap in literature in relation to physiological drivers and leadership. Literature has tended to discuss the six (6) physiological drivers in relation to physical and mental performance in sports (Baqutayan, 2015; Buckley, Cohen, Kramer, McAuley & Mullen, 2014; Elias, 2022; Eugene & Masiak 2015; Faizan & Haque, 2019; Hargrove, Hargrove, & Becker, 2016; Hobson, 2005; Kupriyanov & Zhdanov, 2014; Vermeulen, 2018; Walsh, 1987). More often than not, discussions on the six (6) physiological drivers rarely consider the unique relationship with the leadership role, much less in relation to the three (3) constructs under study. The following discussion therefore attempts to fill this gap in the literature.

7.4.4.1 Correlations between Physiological drivers and Personality

Interpersonal Sensitivity correlated strongly, significantly and positively with five (5) out of the six (6) physiological drivers. There was a medium, significant positive correlation ($r=0.327$ at $p \leq 0.01$) between Interpersonal Sensitivity and Stress Coping. Secondly, there was a medium, significant positive correlation ($r=0.316$ at $p \leq 0.01$) between Interpersonal Sensitivity and Nutrition. Thirdly, there was a medium, significant positive correlation ($r=0.339$ at $p \leq 0.01$) between Interpersonal Sensitivity and Mindset. Fourthly, there was a medium, significant positive correlation ($r=0.324$ at $p \leq 0.01$) between Interpersonal Sensitivity and Sleep. Finally, there was a small, significant positive correlation ($r=0.258$ at $p \leq 0.05$) between Interpersonal Sensitivity and Exercise.

The findings about correlations between Exercise and some of the personality scales may suggest that, since the five (5) elements of personality involve high energy engagement with entities outside of the self, such as ideas and people, then Exercise as a high energy activity, correlate positively with those elements of personality. The results also suggest that, because the leadership role is mostly about engaging with people at different levels and in different contexts (Mehood, Jabeen, Iftikhar, Yan, Khan, AlNahyan, Alkindi, & Alhammadi, 2022; Pavez et al., 2021), then the five (5) physiological drivers are instrumental in setting the leader up for successful engagements.

7.4.4.2 Correlations between Physiological drivers and Emotional Intelligence

The relationship between Physiological drivers and EQ subscales indicated that Nutrition has the most consistent correlation with all elements of emotional intelligence. This can be seen in the medium, significant positive correlation ($r=0.374$, $p \leq 0.01$) between Nutrition and Self-perception. Secondly, there was a small, significant positive correlation ($r=0.238$, $p \leq 0.05$) between Nutrition and Self-expression. Thirdly, there was a medium, significant positive correlation ($r=0.303$, $p \leq 0.05$) between Nutrition and Interpersonal scale. Fourthly, there was a small, significant positive correlation ($r=0.258$, $p \leq 0.05$) between Nutrition and Decision Making. Finally, there was a small, significant positive correlation ($r=0.239$, $p \leq 0.05$) between Nutrition and Stress Management.

This finding suggests that when a leader is cognisant of his/her quality of nutrition, namely the fuel that enables a leader to engage meaningfully with his/her duties, then this improves his/her emotional intelligence. In other words, improvement in his/her nutritional habits becomes evident in his/her relationship with him/herself, and with others. The manner in which he/she expresses him/herself, how he/she arrives at operational decisions and how he/she manages stress are also reflections of his/her nutritional habits. This finding confirms the assertions made in 3.3.2.3, which suggested that when corporate leaders have healthy nutritional habits, it will enable them to be more centred, being aware of him/herself and aware of others (Gómez-Pinilla, 2008; Rahman, Islam, & Emran, 2022; Vermeulen, 2018). Such leaders also tend to make appropriate decisions and as a result, have a positive impact on the organisation. The current researcher's view is that it is likely that a leader's high emotional intelligence motivates that leader to pay more attention to their nutrition. Dr van der Walt of Neurozone, has established that the brain needs consistent systematic supply of energy in the form of nutrient dense food. Avoiding blood sugar spikes with unhealthy food ensures optimum functioning of the brain and therefore of leadership.

7.4.4.3 Correlations between Physiological drivers and Spiritual Intelligence

Table 5.7 indicated a small, significant positive correlation ($r=0.281$ at $p \leq 0.05$) between spiritual intelligence and Stress Coping, as well as a strong, significant positive correlation ($r=0.629$ at $p \leq 0.01$) between spiritual intelligence and Mindset. Finally, there was a medium, significant positive correlation ($r=0.341$ at $p \leq 0.01$) between spiritual Intelligence and sleep.

The finding suggests that the higher the spiritual intelligence of a leader, the more likely they are to have good sleep hygiene which helps them cope better with stress. Van der Walt (2020) has confirms these correlations when he asserts that physiological drivers are foundational to building resilience and ensuring high performance. The finding also suggests that the relationship between Mindset and SQ is that when a leader has a growth mindset, and sees opportunities where there are challenges, then he/she is likely to have a focused sense of purpose and meaning, a heightened consciousness and connectedness.

Given the above findings it is the researcher's view that the dynamic interaction of Stress Coping, Mindset and Sleep serve as a set of assets for the corporate leadership role. This is because the leadership role is seized with challenges that the leader must manage while staying calm and level-headed. Therefore, the leader's calmness and level headedness are an indication of his/her Stress Coping ability. The asset of Mindset, specifically a growth mindset, enables a leader to "think outside the box" when he/she engages with issues to be resolved. Furthermore, the restorative role of quality and quantity of sleep enable the corporate leader to adequately resolve matters (Vermeulen, 2018). Therefore, the impact of the leader's purpose (SQ) in that role is likely to be enhanced. As discussed in 7.4.4.3 the higher the spiritual intelligence of a leader, the more likely they are to have good sleep hygiene, have a growth mindset and cope better with stress.

In light of the discussions presented above, spiritual intelligence correlates with 50% of the physiological drivers – a higher number of correlations compared to physiological drivers and Personality, as well as physiological drivers and EQ. This finding is important for a corporate leader to fulfil his/her leadership call adequately. This might indicate that the relationship between SQ and physiology is far stronger than that of physiology and Personality, as well as physiology and EQ. It can be concluded that, in order to live up to the Steward leadership call, corporate leaders need to be intentional about their Exercise (for personality) Nutrition (for EQ) and Mindset, Stress Coping as well as Sleep (for SQ).

7.5 The Impact of Personality and SQ on Emotional Intelligence

It has been mentioned in 1.3 and 1.4 that there is a limited number of studies in the integrated understanding of personality, emotional intelligence and spiritual intelligence. Very often the three (3) constructs have been studied in-depth, but in isolation of each other. For example, Motaghedi and Amraei (2014)'s research on spiritual intelligence and personality suggest that these constructs are beneficial for individuals to solve everyday problems and for socially connecting with others. However, Motaghedi et al. (2014) alert that their findings are limited and require further research. Furthermore, there is a lack of depth in conceptualising the impact of personality traits and the components of spiritual intelligence on emotional intelligence.

For this reason, the researcher of the present study resolved to conduct a multiple regression analysis with emotional intelligence as the dependent variable (see 4.9.1). This was done for several reasons. Firstly, personality is said to be relatively static and fixed (Colbert, Barrick & Bradley, 2014; Hogan & Kaiser, 2005; Kornor, & Nordvik, 2004; Rathee 2019). Furthermore, personality is said to be stable patterns of thoughts, emotions, and behaviour patterns over time (see 2.3.1). Therefore, it makes sense that personality would be independent of emotional intelligence, which is adaptable and can improve over time as was mentioned in 2.3.2.

Secondly, spiritual intelligence could not have been used as a dependent variable given that it is still a relatively young construct and a developing field of study, as demonstrated earlier in this Chapter. Emotional intelligence, on the other hand, has been widely established as having a significant positive correlation with leadership (Alon & Higgins 2005; Cavallo, 2006; Hernandez, Luthanen, Ramsel & Satuke 2015; Stein & Book, 2011). However, what has not yet been established is the extent to which personality and spiritual intelligence have an impact on emotional intelligence.

In order to determine the impact of personality and spiritual intelligence on emotional intelligence, a stepwise multiple regression analysis was performed. Since emotional intelligence consists of several components, a decision was made to do more than one stepwise multiple regression analysis. As a result, the impact of personality and spiritual intelligence was determined for each of the five (5) subscales in the EQi2.0 instrument. The following discussion engages the results of each of these regression analyses.

7.5.1 Impact of Personality and Spiritual Intelligence on Self-perception

As mentioned in Table 5.10, 38.1% of the variance in Self-perception was explained by personality and spiritual intelligence. Table 5.12 indicated that the strongest predictors of Self-perception were the total score of spiritual intelligence (beta = 0.308; $p \leq .05$), followed by Learning Approach (beta = 0.265; $p \leq .05$), Interpersonal Sensitivity (beta = 0.254; $p \leq .05$) and Adjustment (beta 0.226; $p \leq .05$).

The above finding implies that when a leader has highly developed spiritual intelligence, is motivated to learn, has adequate interpersonal sensitivity and is well adjusted, then such a leader would experience increased awareness of their abilities and how their emotions impact themselves and others. That leader would also be eager to improve hi/herself (Stein & Book, 2011). It is interesting to note that the four (4) predictor variables centre around a relationship with the self (Adjustment), and others (Interpersonal Sensitivity), as well as purpose (SQ) and ongoing improvement (Learning Approach). It makes sense therefore that these four (4) predictors variables will impact Self-perception. The findings of this regression analysis are confirmed in part by Sodhi (2016) who noted that Self-perception and spiritual intelligence enable leaders to deal more effectively with stress, which has a positive impact on psychological as well as physical health functioning. Dong, Kalugina, Vasbieva and Rafi (2022), on the other hand, established that learning approach is a strong predictor of performance, in this instance performance of the leadership role. In a similar vein, Gruman et al. (2016) noted that positive Self-perception has a significant impact on performance. It therefore appears that certain aspects of personality, such as learning approach and adjustment, together with the presence of spiritual intelligence, will improve leaders' Self-perception. More research is however still needed on this matter.

7.5.2 Impact of Personality and Spiritual Intelligence on Self-expression

Table 5.13 indicated that a third (33.3%) of the variance in Self-expression was explained by Adjustment (beta = 0.334; $p \leq .05$), followed by Interpersonal Sensitivity (beta = 0.271; $p \leq .05$) and Age (beta = 0.212; $p \leq .05$).

The above result suggests that when a leader has the ability to work under pressure (Adjustment) and possesses adequate interpersonal sensitivity, then he/she is likely to openly and congruently express his/her thoughts and feelings, both verbally and non-verbally (Health Systems, 2011). It further appears that the older leaders get, the bolder they become to voice their own opinions, even when others around them disagree with them.

It is interesting to note that Adjustment and Interpersonal Sensitivity are both significant predictors of Self-perception and Self-expression. This finding aligns well with the correlational analysis on the relationship between personality subscales and emotional intelligence subscales. The latter indicated that the higher a leader's

Adjustment scores, the more likely he/she is to have high emotional intelligence. Further, the higher the leader scores on Interpersonal Sensitivity, the more likely he/she is to be emotionally intelligent. Since Adjustment and Interpersonal Sensitivity are about relationship with the self and interaction with others respectively, it makes sense that these personality components would predict Self-perception and Self-expression, since the latter and the former are about the self and how the self relates with others. This finding confirms Goldman's (2011) assertion that the more senior a leader is, the more he/she is required to engage in instances of Self-expression on strategic matters much more than he/she is expected to engage in operational matters.

7.5.3 Impact of Personality and Spiritual Intelligence on Interpersonal

According to Table 5.16, 40% of variance was accounted for by two of the predictor variables. These are Interpersonal Sensitivity (beta = 0.511; $p \leq .05$) and spiritual intelligence total score (beta = 0.217; $p \leq .05$) (see Table 5.18). The Interpersonal score is about how a leader understands and interacts with others in a manner that inspires trust and interdependence (Health Systems, 2011).

The above result suggests that when a leader is seen to be perceptive, tactful and socially sensitive and has high spiritual intelligence, then he/she is likely to have good and mutually beneficial interpersonal relations. The two (2) predictor variables imply that when a leader has awareness of others and has clear intention to optimally enhance a way of functioning in a shared corporate space, then it makes sense that these attributes would predict a leader's Interpersonal score. Baideng, Lolombulan and Lumi (2024)'s study confirms the role of spiritual intelligence in emotional intelligence. It can be concluded that personality trait of Interpersonal Sensitivity along with spiritual intelligence will contribute to a leader's Interpersonal aspect of emotional intelligence.

7.5.4 Impact of Personality and Spiritual Intelligence on Decision Making

Table 5.19 showed that four (4) predictors were responsible for 51% of the variance in Decision Making. These four (4) were Learning Approach (beta = 0.413; $p \leq .05$), Adjustment (beta = 0.357; $p \leq .05$), Sociability (beta = -0.301; $p \leq .05$) and Interpersonal sensitivity (beta = 0.200; $p \leq .05$).

The above result suggests that when a leader has a high affinity for academic pursuit, is well adjusted and possesses adequate interpersonal sensitivity, then that leader is likely to have optimal decision making capabilities. However, leaders measuring high on sociability will be less effective decision makers. This implies that those leaders who want to serve a meaningful purpose in their role are often those that do not a high need for social approval and affiliation with others (Hogan & Hogan, 2007).

These results do not only confirm Mahasneh et al. (2015)'s findings which noted a correlation between spiritual intelligence and personality but also agree with Stupar et al. (2013)'s notion that these constructs are evidence of leaders who display effective decision making. In this sense a leader's decision making capacity contributes to the greater functionality of that leader's organisational performance.

7.5.5 Impact of Personality and Spiritual Intelligence on Stress Management

Table 5.22 indicated that 37.7% of variance in Stress Management was accounted for by three (3) predictors. These three (3) were Adjustment (beta = 0.385; $p \leq .05$), Learning Approach (beta = 0.246; $p \leq .05$) and Interpersonal Sensitivity (beta = 0.236; $p \leq .05$).

The above results imply that when leaders are well adjusted, have a high affinity for academic pursuit and possesses adequate interpersonal sensitivity, then they would be able to be flexible and adaptable, tolerate extreme pressure and possess high resilience levels (Hernandez, Luthanen, Ramsel & Satuke, 2015).

The findings align with those of Galindo-Domínguez and Bezanilla (2021)'s argument, who noted that personality plays a role in how individuals effectively deal with stress. It is also interesting to note that the significant predictors of Stress Management are similar to those of Self-perception and Self-expression which are Adjustment, Learning Approach and Interpersonal Sensitivity. These persistent findings confirm Aydogdu et al. (2017)'s observation that Adjustment and Interpersonal Sensitivity might play a crucial role in the development of resilience among leaders. Since resilience as construct is not investigated in this study, it is recommended that this relationship should be explored in future research.

7.5.6 Impact of Physiological Drivers on Emotional Intelligence

As mentioned in 5.5.6, the impact of the physiological drivers included in the study on the total score of the emotional intelligence scale were also explored. These drivers are Brain Fitness, Stress Coping, Nutrition, Mindset, Sleep and Exercise. Table 5.25 indicated that 36.6% of the variance in the total emotional intelligence score was explained by two of the six physiological drivers (see Table 5.27). These are Mindset (beta = 0,362; $p \leq .05$) and Nutrition (beta = 0,296; $p \leq .05$). In addition to these, Age also proved to have a significant impact on the total score of emotional intelligence (beta = 0,237; $p \leq .05$). This finding implies that when leaders have a growth mindset and display healthy nutritional habits, then they are likely to possess high emotional intelligence. Zysberg and Raz (2019) confirm that people with higher emotional intelligence scores regulate their physiological responses more effectively in certain environments, such as corporate organisations. The finding regarding age suggests that the regulation of physiological responses would improve as the leaders gets older. The foregoing discussion on correlational and regression analyses results confirms that personality, emotional intelligence and spiritual intelligence are related and will play a role in effective leadership. The results further point to salient concepts that are related to leadership. The next section unpacks these in turn.

7.6 Implications of the Results for Concepts Related to Leadership

In light of correlations and regression analyses above, the following discussion focuses on the themes that could not be related directly to quantitative results. The discussion explores what those themes imply about leadership. In the main, only one theme was not reflected in the quantitative data, namely Theme 5, entitled Organisational Obligations.

7.6.1 Qualitative themes Reflect as Leadership Excellence

Theme 5 was not associated with the quantitative findings, but it is still important as it provides a perspective on the subjective experience of corporate leadership. Theme 5 is entitled Organisational Obligations. Participants defined these obligations as the day-to-day duties of managerial responsibilities. These are about ensuring an adequately functioning organisation. They include Vision, strategy, deliverables; Technical expertise, operational requirements; Decision-making, fixing or

rehabilitating the organisation; as well as Enablers, namely people and systems. This qualitative finding confirms literature that articulates leadership excellence. Leadership excellence as unpacked in 2.5.3 purports that there is a particular standard through which a leader needs to posture him/herself and deliver his/her responsibilities (Booyesen, 2017; Cook, 2012; Juzwishin & Bond, 2012; Taormina & Selvarajah, 2005; Verwey, Minnaar & Mooney, 2017). This standard assumes that being effective as a leader is only an entry point and a baseline towards leading with excellence. Therefore, leadership excellence is about excelling and exceeding in the operational standard of organisational obligations (Booyesen, 2017).

Excellence is also about surpassing others in the accomplishment or achievement of given organisational goals (Taormina & Selvarajah, 2005). This means that in a given context, an excellent leader goes above and beyond the set of expectations the organisation has of that leader. The excellent leader is mindful of intra - and extra organisational complexities compared to an effective leader. These intra and extra organisational complexities are also embodied in Theme 6 of the present study's qualitative findings, namely Awareness of the macro context within which leadership occurs. Theme 6 has been discussed extensively in 7.3 and 7.4 above. Verwey et al. (2017) argue that it is the leader's ability to move across different complex contexts quite rapidly and frequently without compromising positive impact that makes him/her an excellent leader. Oscillating across various contexts implies that an excellent leader is aware of and responds appropriately to the global context of complexity, ambiguity, and polarities. Leadership excellence is able to do this without being paralysed, intimidated, or frustrated by that global complexity (Booyesen, 2017; Ernst & Yip, 2009; Mendenhall & Bird, 2013). While responding to global complexity, the excellent leader is equally attentive to local and internal organisational matters (Verwey et al., 2017). It is for this reason that leadership excellence is embodied in Steward leadership principles (Taormina & Selvarajah, 2005). This means that it takes Steward leadership attributes to lead with excellence. Namely it takes a leader's Self-awareness (EQ), awareness of multiple stakeholders (EQ and SQ) and the long-term perspective of attaining sustainable organisational goals.

In demonstrating how Steward leadership attributes manifest in leadership excellence, participants highlighted critical characteristics in Theme 6, particularly Complexity of the business environment and the paradox and contradiction of leading within a

changing society. These characteristics from the qualitative data are confirmed by Mendenhall and Bird (2013). The latter researchers assert that the levels of complexity that excellent leaders need to consider involve the interplay between four (4) variables. These are: Continuous stakeholder influences in diverse geographical areas; Interdependencies and connectedness of different units within and external to the organisation, and with customers; Ambiguity in the convergence of multiple interdependencies; and finally, Constant flux of change that requires timely responses. Furthermore, this level of an excellent leader's stewardship acumen is elaborated upon by Johnson and Veldsman (2017). They argue that a leader's consistent response denotes his/her context fitness towards four contexts, namely Vertical – across levels and authorities; Stakeholder – across external groups and interests; Horizontal – across functions and expertise; Demographic – across diverse groups and differences; as well as Geographic – across markets and distance.

The above elucidation of Steward leadership characteristics of an excellent leader aligns with Walumba, Avolio and Aryee (2011)'s research on Ubuntu Philosophy. They postulate that Ubuntu is a humanistic approach to leadership with an emphasis on compassion, human dignity, building relationships, and mutual respect while carrying out organisational obligations. Mangaliso (2001), Ncube (2010) and Magadlela (2023) also note that in Ubuntu philosophy, the focus on organisational goals is designed to benefit more than the immediate leader and immediate organisational profits. The focus is also directed at benefitting the people in the environment within which the organisation is located. The alignment between Steward leadership and Ubuntu philosophy implies that Ubuntu philosophy is a significant part of Steward leadership. It can therefore be concluded that leadership excellence will manifest as principles of Steward leadership, of which Ubuntu philosophy is a part.

7.7 Practical Implications for Corporate Challenges

It has been established that personality, emotional intelligence and spiritual intelligence contribution to a corporate leaders' excellence through Steward leadership principles. The practical implications in terms of the findings are that the combination of the three (3) constructs under study, as manifested in Steward leadership will enable leaders to adequately address corporate challenges that were outlined in 1.3

and 2.6. The three (3) corporate challenges are Post Covid-19 and its remanence; Digital Transformation; as well as Inclusivity in an increasingly virtual world. It is the researcher's view that the combined effect of Personality, EQ and SQ as exemplified in Steward leadership will go a long way in facilitating a sustainable approach to engaging these challenges.

While the foregoing discussion articulates practical considerations for how corporate leadership can address challenges, the present study has had limitations as are discussed next.

7.8 Limitations of the Study

In the present study the purposive and convenience sampling in a Mixed-Methods approach used, produced a wealth of findings, yet did not leave the study without limitations. There are a number of limitations that need to be taken into account when interpreting the result of this study:

- The data collection of this study took place during the very early stages of Covid-19 and subsequent lockdown. During this time period, corporate leaders were highly pressured to maintain productivity while addressing employee trauma. This state of affairs is unique and could have impacted the quantity and quality of data collected and results obtained.
- This study was a cross-sectional study and only produced a snapshot during a specific point in time in the corporate lives of the participants.
- The sample obtained was a sample of non-probability and hence generalisations cannot be made to a larger population.
- The sample was small and the results should therefore be interpreted with caution.

The above limitations should ideally be addressed and countered in future research studies. The next section elaborates on these recommendations for future research.

7.9 Recommendations for Future research

In light of the discussions on the limitations of the study, the following recommendations are made for future research:

- Future researchers should consider conducting this study as a longitudinal study to document the impact of personality, emotional and spiritual intelligence of corporate leaders, as well as experiences that are encountered during their tenure as executives.
- Secondly, future research needs to compare corporate leaders in various South African industries with their international counterparts in different global regions. This comparison will contribute to establishing a more universal profile of a leader.
- Future researchers should consider using a larger sample of corporate leaders as well as random sampling so that findings can be generalised to the leadership population in its entirety.
- The present study only focused on executive leaders in the private sector. It would be ideal if future research would incorporate the public sector and explore how private sector leadership differs from their public sector, government counterparts.
- Finally, there is a lack of research focusing on the role of physiology in corporate leadership. As mentioned earlier, there is very little evidence of the role of physiology among executive leaders. Therefore, further research needs to expand on the physiology findings of the present study.

7.10 Contribution of study to existing body of literature

This study provided better understanding of the role of personality, emotional intelligence and spiritual intelligence among corporate leaders in the South African economy. Its findings verified the prevailing literature that specific personality attributes make business leaders successful in their profession roles. The findings also indicated that emotional and spiritual intelligence have an intricate relationship. This relationship is further confirmed by the Psycho-neurophysiology basis of the two constructs. Psycho-neurophysiology also became a significant lens through which to view the three constructs under study. It was established that Psycho-neurophysiology can be understood as a corporate leader's social psychology demeanour. The demeanour is made up of the dynamic interplay between his/her personality, emotional and spiritual intelligence, with the organisation that he/she leads. It is the researcher's belief that the corporate leader's social psychology demeanour is facilitated by the leader's neurology, namely his/her brain activity. The latter is either

optimised or compromised by the corporate leader's physiology, specifically the six (6) drivers that culminate into the quality of his/her leadership performance. In other words, a corporate leader can be viewed as a social being, who presents him/herself and interacts with employees and stakeholders based on his/her neurological design as enhanced by his/her physiological drivers.

Physiological drivers are an added element to the study of corporate leadership in South Africa. Their role will require a larger sample to have definitive theoretical underpinnings for leadership. It was significant to observe that leadership excellence is the manifestation of Steward leadership. In turn, Steward leadership has EQ and SQ as its foundational base. The Explanatory Mixed Methods design played a crucial role in ensuring that the quantitative and qualitative data create a comprehensive picture of the constructs under study.

7.11 Conclusion

The study found certain personality traits to be prevalent among leaders in the present study. The specific personality traits are Ambition, Sociability, Interpersonal Sensitivity, Inquisitive and Learning Approach. The study also found that all elements of Emotional intelligence and Spiritual Intelligence are prevalent among participants. Five (5) of the six (6) qualitative themes confirmed the quantitative prevalence of the three (3) constructs. The said themes are: Individual Leadership Attributes; Interaction with others; Personal intent to make impact; Line of sight between the leader & amp; Society; and Awareness of the macro context within which leadership occurs. While only one theme did not overtly confirm quantitative findings, it was an important expression of participant's subjective experience. This theme was Organisational Obligations.

The present study further established that there are correlations between Personality, Emotional intelligence and Spiritual intelligence. Based on the correlations, it appears that the relationships between the various subscales of Personality, Emotional intelligence and Spiritual intelligence contribute to excellent leadership. Correlations between EQ and SQ, in particular, have proven to be important to how a leader exhibits steward leadership characteristics in his or her surroundings. The latter is

based on three (3) pillars, namely Personal awareness, Awareness of multiple stakeholders and a Multigenerational perspective of time.

It was particularly interesting to observe that some personality traits were good predictors of emotional intelligence, namely Adjustment, Learning Approach and Interpersonal Sensitivity. These were good predictors of the Emotional intelligence dimensions related to Self-perception, Self-expression, Decision-making, as well as Stress Management.

The findings of the present study also highlighted the important role of six (6) physiological drivers. These are Brain Fitness, Stress Coping, Nutrition, Mindset, Sleep and Exercise. While different physiological drivers played a significant role for the three (3) constructs under study (such as Exercise for Personality, Nutrition for EQ, and Sleep, Stress Coping, as well as Mindset for SQ), it was interesting to note that Nutrition was the one physiological driver that seemed to have the most consistent relationship with most of the subscales. It was deduced in this chapter that the reason for this is that Nutrition, with appropriate nutrient density, serves as the main source of appropriately fuelling the body for optimum functioning, including cognitive processes. Therefore, in order for a leader to live up to the steward leadership calling, corporate leaders need to be intentional about their nutrition as a physiological driver.

Lastly, the present study has added some insights into the combined roles of personality EQ and SQ among corporate leaders. The findings, as embodied in steward leadership, will go a long way in facilitating a sustainable approach to engaging corporate challenges, namely Post Covid-19 and its remanence; Digital transformation; as well as Inclusivity in an increasingly virtual world. However, it still remains important to emphasise that, to enhance corporate leadership through the lens of the present study, corporate South Africa needs to have a long-term view of engraining these findings as part of their day-to-day functioning. To this end, training, upskilling, and leadership enhancement initiatives need to be reframed to bear the significance of steward leadership, Personality, EQ and SQ.

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APPENDIX A

Letter of Introduction



LETTER OF INTRODUCTION: QUANTITATIVE AND QUALITATIVE PHASES OF THE STUDY

Title of the Study:

The role of Personality, Emotional Intelligence and Spiritual Intelligence among leaders in Corporate South Africa: A mixed methods approach

Researchers:

Phyllis Ndlovu

Phyllis@kisima.co.za

Supervisor:

Prof Nicoleen Coetzee

Department of Psychology

University of Pretoria

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Faculty of Humanities
Fakulteit Geesteswetenskappe
Lefapha la Bomo

**Participation in a research study for a PhD/DPhil Psychology degree in the
Department of Psychology at the University of Pretoria**

Dear Prospective Participant

My name is Phyllis Ndlovu. I am currently a PhD/DPhil Psychology student at the Faculty of Humanities, University of Pretoria. You are being invited to take part in my research study. Before you participate, it is important to note why the research is being conducted and what it entails. Please read through the following information which stipulates the details of the research project. Feel free to ask me if there is anything that you do not understand or if you require additional information.

What is the purpose of the study?

The purpose of the study is to investigate the role of personality, emotional intelligence and spiritual intelligence among leaders in a South African corporate environment. Literature shows little evidence of a South African based empirical study that gives authoritative and scientific underpinnings to leadership theory generally, and specifically the combined role of the three constructs under study. Therefore the present study's findings will bring new in-depth and empirical insights to the leadership discourse in South Africa. It is for this reason that I would like to invite you, as an executive to participate in this study.

Why have you been invited to participate?

You are invited to participate because you are an executive in South Africa's corporate environment. You are in a sector that contributes significantly to the economy of the country. You are also part of a race and gender group that ensures representivity in the study.

What is the nature of participation in the study?

If you decide to partake in the study, your information will be part of the quantitative data collection of the study. You will need to complete three (3) on-line assessments. The

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assessments are: Personality test (HPI), Emotional Intelligence (EQi2.0), and Neuro Agility (NAP). Your on-line assessments will be completely confidential. Each participant will be allocated a number in the place of their name, so that their confidentiality is protected (i.e. participant 1, participant 2 etc).

Can I withdraw from the study after agreeing to participate?

Participation in this study is completely voluntary and you are under no obligation to participate. Furthermore, please remember that you are free to withdraw from the study at any time and that there will be no negative consequences in doing so.

Will the information conveyed to the researcher be kept confidential?

It is important to note that all information that will be obtained for the study will be strictly confidential. As mentioned earlier, each participant will be assigned a number which will ensure anonymity. Instead of their real names, participants will be allocated numbers.

What are the potential benefits of taking part in the study?

The significance of this study is that it will contribute theoretically and empirically to an understanding of the role of personality, emotional intelligence and spiritual intelligence. This understanding will serve as a reference point for ongoing development of South African based leadership theory, as well as practical training and development of potential leaders. Further, leadership executive coaching interventions will be enhanced.

What will happen in the unlikely event that some form of discomfort is experienced as a result of participating in the study?

Should there be discomfort to you, as a result of participation in this study, your company's employee wellness programme is available for support.

How will the researcher store the data?

Your information will be kept confidential, without identification of participant details. It will be stored in the Department of Psychology of the University of Pretoria. As per Departmental policy, the results of participants will be stored there for a minimum of 15 years.

Will I be paid to take part in the study?

I am unable to compensate you for your time and energy that you may put into participating, however, I am willing to share with you a summary of the final results of the study, once the study has been completed and passed.

Has the study received ethics approval?

The study has received written approval from the Research Ethics Committee of the Faculty of Humanities, University of Pretoria. A copy of the approval form can be provided on request.

Who should I contact if I have a complaint or concern or if I need additional information?

If you have any questions or experience any negative effects as a result of your participation in the study, you may contact the researcher (number below). If you have any questions regarding your rights as a participant or any other problem that you do not wish to discuss with the researcher, you may contact the Research Ethics Committee of Humanities faculty, University of Pretoria.

Your time and future contributions are much appreciated.

Phyllis Ndlovu
Researcher
082 560 1172

APPENDIX B

Participant Biographical Data



Title of the Study:

The role of Personality, Emotional Intelligence and Spiritual Intelligence among leaders in Corporate South Africa: A mixed methods approach

Biographical Data

1.	Age	
2.	Race	
3.	Gender	
4.	Nationality	
5.	What industry are you in?	
6.	What position/title do you hold in your company?	
7.	How long have you held this position?	
8.	How many people account/ report to you?	

APPENDIX C

Written Consent to Participate in the Study



The role of Personality, Emotional Intelligence and Spiritual Intelligence among leaders in Corporate South Africa: A mixed methods approach
HUM003/1019

WRITTEN CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

STATEMENT	AGREE	DISAGREE	NOT APPLICABLE
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without any consequences or penalties.			
I understand that information collected during the study will not be linked to my identity and I give permission to the researchers of this study to access the information.			
I understand that this study has been reviewed by, and received ethics clearance from Research Ethics Committee Faculty of Humanities of the University of Pretoria.			
I understand who will have access to personal information and how the information will be stored with a clear understanding that I will not be linked to the information in any way.			
I understand how this study will be written up and published.			
I understand how to raise a concern or make a complaint.			
I consent to being audio recorded.			
I consent to being video recorded.			
I consent to having my photo taken.			

Departmental Research Committee (ResCom)
University of Pretoria, Faculty of Humanities, Department of Psychology
Humanities Building, Lynnwood Road, Hatfield, 0083, South Africa
Private Bag X20, Hatfield 0028, South Africa
Email: psychology.rescom@up.ac.za
Website: www.up.ac.za/psychology

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Departement Sielkunde
Lefapha la Bomotho
Kgoro ya Saekolotši

I consent to have my audio recordings /videos / photos be used in research outputs such as publication of articles, thesis and conferences as long as my identity is protected.			
I give permission to be quoted directly in the research publication whilst remaining anonymous.			
I give permission that the data can be used for future research.			
I have sufficient opportunity to ask questions and I agree to take part in the above study.			

Name of Participant

Date

Signature

Name of person taking consent

Date

Signature

APPENDIX D

Written Consent to Participate in the Quantitative part of the Study



The role of Personality, Emotional Intelligence and Spiritual Intelligence among leaders in Corporate South Africa: A mixed methods approach
HUM003/1019

WRITTEN CONSENT TO PARTICIPATE IN THE QUANTITATIVE PART OF THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

STATEMENT	AGREE	DISAGREE	NOT APPLICABLE
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without any consequences or penalties.			
I understand that information collected during the study will not be linked to my identity and I give permission to the researchers of this study to access the information.			
I understand that this study has been reviewed by, and received ethics clearance from Research Ethics Committee Faculty of Humanities of the University of Pretoria.			
I understand who will have access to personal information and how the information will be stored with a clear understanding that I will not be linked to the information in any way.			
I understand how this study will be written up and published.			
I understand how to raise a concern or make a complaint.			
I consent to being audio recorded.			
I consent to being video recorded.			
I consent to having my photo taken.			

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I consent to have my audio recordings /videos / photos be used in research outputs such as publication of articles, thesis and conferences as long as my identity is protected.			
I give permission to be quoted directly in the research publication whilst remaining anonymous.			
I give permission that the data can be used for future research.			
I have sufficient opportunity to ask questions and I agree to take part in the above study.			

Name of Participant

Date

Signature

Name of person taking consent

Date

Signature

APPENDIX E

Written Consent to Participate in the Qualitative part of the Study



The role of Personality, Emotional Intelligence and Spiritual Intelligence among leaders in Corporate South Africa: A mixed methods approach

HUM003/1019

WRITTEN CONSENT TO PARTICIPATE IN THE QUALITATIVE PART OF THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

STATEMENT	AGREE	DISAGREE	NOT APPLICABLE
I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without any consequences or penalties.			
I understand that information collected during the study will not be linked to my identity and I give permission to the researchers of this study to access the information.			
I understand that this study has been reviewed by, and received ethics clearance from Research Ethics Committee Faculty of Humanities of the University of Pretoria.			
I understand who will have access to personal information and how the information will be stored with a clear understanding that I will not be linked to the information in any way.			
I understand how this study will be written up and published.			
I understand how to raise a concern or make a complaint.			
I consent to being audio recorded.			
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I consent to have my audio recordings /videos / photos be used in research outputs such as publication of articles, thesis and conferences as long as my identity is protected.			
I give permission to be quoted directly in the research publication whilst remaining anonymous.			
I give permission that the data can be used for future research.			
I have sufficient opportunity to ask questions and I agree to take part in the above study.			

Name of Participant

Date

Signature

Name of person taking consent

Date

Signature

APPENDIX F

Semi Structured Interview Schedule



**The role of Personality, Emotional Intelligence and Spiritual Intelligence among leaders
in Corporate South Africa.**

HUM003/1019

**PHD QUALITATIVE DATA COLLECTION
Semi-Structured Interview Guide**

26 – 30 July 2021

Name of Participant	
Date and Place of Interview	
Job Title	
Length of time in position	

Interview questions:

1. In your view what is an optimum profile of a leader in corporate SA?
2. Please explain the role Emotional Intelligence plays in an optimum leader.
3. Please explain the role personality plays in an optimum leader.
4. Please explain the role Spiritual Intelligence plays in an optimum leader.
5. In your view, what else contributes to optimum leadership?

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APPENDIX G

Ethical Approval From Ethics Committee



6 March 2020

Dear Ms P Ndlovu

Project Title: Establishing an optimum psycho-neurophysiological profile of an executive in corporate South Africa
Researcher: Ms P Ndlovu
Supervisor: Dr Nicoleen Coetzee
Department: Psychology
Reference number: 19280646 (HUM003/1019)
Degree: Doctoral

I have pleasure in informing you that the above application was **approved** by the Research Ethics Committee on 6 March 2020. Data collection may therefore commence.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

We wish you success with the project.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Pikirayi'.

Prof Innocent Pikirayi
Deputy Dean: Postgraduate Studies and Research Ethics
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail: PGHumanities@up.ac.za

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Research Ethics Committee Members: Prof I Pikirayi (Deputy Dean); Prof KL Harris; Mr A Bizos; Dr A-M de Beer; Dr A dos Santos; Ms KT Govinder; Andrew...; Dr P Gutura; Dr E Johnson; Prof D Maree; Mr A Mohamed; Dr I Noomé; Dr C Ruttergill; Prof D Reyburn; Prof M Soer; Prof E Taljard; Prof V Thebe; Ms B Tsebe; Ms D Mokalapa