Fired Up, Not Burnt Out:

An Exploration of Resilience Behaviours in Third Sector Leadership

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Declaration

I hereby declare that the work presented in this thesis has not been submitted for any other degree or professional qualification, and that it is the result of my own independent work.

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Abstract

This thesis explores resilience behaviours in Third Sector leadership. It first considers what leaders identify as resilience, then explores which perceived behaviours impact on resilience. From the findings and analysis of this exploration, conclusions, insights, and recommendations which may improve resilience in Third Sector leadership are developed.

The topic is explored using an interpretive approach and involves semi-structured interviews with 23 Third Sector leaders (i.e., those who hold the most senior position in their organisation). All organisations operate in Scotland, have a turnover over £500K and are registered as charities. The literature reviewed is from the fields of leadership and resilience with consideration of burnout and sustainability. The review concludes that most of the literature in this area focuses on the private sector and is primarily concerned with organisational resilience rather than leaders' personal resilience.

The analysis and discussion considers a conceptual framework from the literature which details "coping dimensions" and behaviours of "high flyers" in the private sector (Casserley & Megginson, 2008), and explores whether this framework is relevant for Third Sector leaders. The conclusion is that although there are some similar areas, the reimagining of the holistic resilience behaviours described in the study would necessitate extension and reconceptualising of the framework to be more suited to the behaviours, mindsets, and factors of leaders from the Third Sector. The study concludes that behaviours cannot be considered in isolation and that mindsets and factors must be taken into account when considering resilience. The findings from the research show that resilience is a holistic concept and that a reimagining of resilience and subsequent behaviours for leaders in the Third Sector is needed to incorporate the current context of our times. Interview responses show that leaders develop and practice resilience through a wide range of methods such as peer group support, engaging in activities outside of work, and maintaining a perceived "work-life balance". In current times this may be more accurately described as work-life integration and wellbeing.

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Chapter 1: Introduction

This chapter provides an introduction and overview to the Research. This is achieved by firstly setting the context of the study, then determining the aim of the research followed by clearly positioning the study within the defined parameters. It will cover the background to the study, exploring why this doctoral research opportunity was undertaken and examining why the research topic might be of interest to the sector and its leaders. Finally, a summary of the content of the chapters will provide an overview of the structure of this thesis.

1.1   Context

The sector that this research is based within comes under several different titles, including the Third Sector, Voluntary Sector, NGOs (non-governmental organisations), Civil Society, Social Enterprise, and Not for Profit. For this study, the term Third Sector will be used. This term was chosen as it was considered the one most commonly used by Chief Officers to describe their sector at the time of the study. The Third Sector is used as a term for the wider sector, not just the charities that the Chief Officers will be drawn from for this research, but understanding the wider sectoral consideration is important for context and implications.

This research will explore the resilience behaviours of Third Sector leaders in the context of the challenges detailed in this chapter. It will focus on registered charities with a "Chief Officer" (salaried), who manages paid staff (and often volunteers) as well as reporting to a voluntary board of management. The term "Chief Officer" will be used for the most senior person in the organisation who reports to the board, as a range of titles are used across the sector to define this role (e.g., Executive Director, Chief Executive, Manager etc). It should be noted that where literature considered from other sectors uses the term CEO, this term will continue to be used when referring to that specific work.

The Third Sector can be seen as different from other sectors in terms of its motivations, its activities, and the fact that it contributes to social good by building social capital in civil society (do Adro & Leitão, 2020; N Hyndman, 2017; Murdock, 2010). It is driven by passion, social ethos, and social value (Armstrong & Wright, 2022). Third Sector

organisations exist across the world, they work within legal and regulatory frameworks and often receive some favourable tax benefits (Hyndman, 2017).

The Third Sector in Scotland is large and diverse; it comprises over 24,000 registered charities, over 20,000 more informal community organisations and over 6,000 social enterprises with a collective annual turnover of more than £6 billion. It is growing, with an average of 2 new charities being established every day in Scotland. These organisations deliver services and support across almost all facets of daily life including social care, culture, sport, education, health, housing, equalities, and the environment.

The sector accounts for 3.4% of the Scottish Workforce as well as involving more than 1.4 million volunteers. It is worth noting that the Third Sector employs a higher proportion of people with disabilities than other sectors, has a higher proportion of part-time workers, and employs a higher proportion of women, particularly compared to the private sector (SCVO, 2020; CEIS, 2019).

There is huge variation in terms of the size and scope of individual organisations. For example, only 28% of charities have paid staff with the remainder being run purely by volunteers, and a small number of large charities account for most of the sector's income whilst many small charities run on minimal turnover (SCVO, 2020b).

All registered charities are governed by a voluntary board of directors or trustees who set the strategy, vision, and direction for the organisation. They have governing documents which frame their purpose and operating context. In organisations with staff, the board delegates the operational running of the organisation and its activities to the Chief Officer. As the board are ultimately responsible for the organisation from a regulatory perspective, they are also seen as leaders in their role. In this thesis, the term leader will be used when referring to the Chief Officer, not the board or a specific board member. The strength of the relationship between the Chair and the Chief Officer is often key to the success of the organisation, but when not going well can put a strain on resilience. (Lesirge & Oakley, 2015)

The wider public are often not aware of the economic impact of the Third Sector and the "professionalism" of its activities. From the Victorian-era model of philanthropy, the sector has grown, changed, modernised, and professionalised. Legal structures have

become more varied, and the sector has moved towards a more business-like or social enterprise model.

In terms of issues and challenges facing the sector, SCVO's 2019 Third Sector Forecast showed that Charities would face a financially challenging future in 2019. Their survey showed that 34% of charities think their individual finances will get worse and 75% think the financial situation for the whole sector will get worse. It stated that 100% are concerned about rising overheads, and 58% of charities think expenditure will go up compared to 37% who think income will increase. To compound the financial challenges, 81% believe more people will need their services in 2019, leaving organisations in the incredibly difficult situation of trying to respond to an increase in demand with less capacity and resources. The same survey showed the top 4 challenges for charities in 2019 as: planning for the future, sourcing funding, meeting demand, and proving their worth to funders and the public.

A "charity risk barometer" set up in 2020 by an academic partnership (Ecclesiastical, 2020a) stated that even before the pandemic there were challenges with austerity, attracting talent to the sector and the instability of the political environment. It showed that the pandemic increased demand on services alongside a decrease in income. It also suggested that the sector had adapted well, rose to the challenge, and developed greater resilience. The report suggested that at this stage, charities were focussed more on survival than longer term planning, that there was a risk of employee burnout and that the ability to adapt was key to that survival.

1.1.1   Support Bodies

There are two main overarching support bodies in the sector; The Scottish Council for Voluntary Organisations (SCVO) which is the membership organisation for Scotland's charities, voluntary organisations and social enterprises, and The Association of Chief Officers of Scottish Voluntary Organisations (ACOSVO) which supports sector leaders through peer support, good practice sharing and leadership development. In addition, a relatively large number of organisations act as "intermediaries" and provide support in specific thematic or specialist areas.

1.1.2 Policies, Frameworks and Regulation

The Charities and Trustee Investment (Scotland) Act 2005 is the legislation which underpins the sector. Under the provisions of the act, the charity regulator known as OSCR was created. The Office of The Scottish Charity Regulator (OSCR) is a non-ministerial office of the Scottish Government. Its duties include keeping a register of charities and ensuring they meet the "charity test". To meet the "charity test", an organisation's purpose must meet one (or more) of sixteen specific charitable purposes, and the organisation must provide public benefit in Scotland or elsewhere.

The Third Sector is a key part of the Scottish Government's agenda of inclusive economic growth and its focus on a wellbeing economy. It plays a role in working towards the outcomes in the National Performance Framework (Scottish Government, 2017) which are linked to the global agenda outlined in the United Nation's Sustainable development goals (United Nations, 2015).

The 2020-2021 Programme for government focusses on "Protecting Scotland, Renewing Scotland" and providing clear connections with the work of Scotland's Third Sector to achieve these goals (Scottish Government, 2020). The sector is viewed as key to positioning Scotland as a major economic player, through the delivery of training and skills and by helping to create jobs which are fair, green, and sustainable. Adult social care and digital inclusion are both high on the agenda, and in this programme, these are areas in which the Third Sector will play a crucial role. This programme includes a review of current charity law and thus creates an opportunity to consider the current operating context and its implications in relation to the legislation.

The sector still needs greater recognition of the role it plays in society, and many argue that it must be treated as a genuine partner, deserving of an equal place at the table and an operating environment that allows it to deliver to its full potential (SCVO, 2020b).

1.1.3 Finances

The Scottish Third Sector has an income of around £6 billion per year which comes from a range of sources, including 35% from public sector grants and contracting, and 29% from public donations. In 2018, 7% of expenditure went towards generating funds and 81% went towards carrying out charitable activities, which included 40% for staff costs. (SCVO, 2020b).

The sector holds around £30 billion of assets, comprising £25 billion in fixed assets such as buildings, and £5bn in current assets. Against this, it holds liabilities of £17bn. It is worth noting that most of these assets are held by a very small number of organisations, including housing associations and large trusts (SCVO, 2020b).

1.1.4   The Impact of the Pandemic

Although the COVID-19 pandemic has had huge implications for the sector and highlighted some of its strengths and weaknesses, this study will have a wider scope. However, it would be remiss to not explore the implications and impact of the situation at the time of writing.

Since the start of the pandemic, two in five charities have reported an increase in demand for their services, 30% predict an income drop, and 70% believe there will be cuts to budgets as well as services. This has led to half of Third Sector organisations facing the prospect of running out of funds and possible closure. Over the last six months, the most pressing issues have shifted from initial concerns about meeting immediate need, securing funding and dealing with limited digital and staffing capacity, to current concerns about financial sustainability, adapting services for longer term change and "building back better" (SCVO, 2020b).

From a wider UK perspective, 94% of charities are worried about the impact of the recession on their finances, 55% may not be able meet demand for their services over winter, and 52% have seen public donations fall because of Covid-19. In addition, 47% have revised down their financial forecasts since July and 43% are cutting jobs, with the biggest cuts falling in service delivery roles (Martin & Kenley, 2020).

The picture painted by these statistics is one of a sector struggling to survive. Emergency funding has been put in place for some organisations, providing short term support, but the longer-term impacts on the sector and the increasing demands these will make on its leaders are still to be fully understood. The implications could be that the increased demands these challenges place on the leadership of the sector could lead to an increased risk of burnout and have a negative impact on their resilience.

Health and Safety Executive (2021) figures state that 822,000 workers across all sectors, are suffering from work-related stress, anxiety, or depression. An estimated 449,000

employees report that their symptoms have been made worse by the effects of the pandemic. The corporate cost of mental health related absences and lost productivity to UK businesses in 2020 is estimated at £14 billion (Westfield Health, 2021).

By March 2022, a project to measure the 'temperature", where temperature is seen as how "hot" or challenging the circumstances are, of the voluntary sector during the pandemic highlighted "diverse and complex experiences" for the sector and thus its leaders (King, 2016).

1.1.5   Wider Context

Commentators on current times, talk about an "age of bewilderment" in which stories of the past are no longer relevant and stories of the future are yet to evolve (Harari, 2018). With so much change in all spectrums of life, from political to personal to professional, the speed of change has never been so fast and will never be so slow again (Trudeau, 2018). In the context of sector leadership, Kate Raworth, (2017) author of Doughnut Economics has identified a shift in perspective from growth economics, where success as a leader is about financial success and measures of Gross Domestic Product (GDP), to much wider measures of success such as Sustainable Development Goals (SDG). This change is reflected at the individual level according to Dhingra et al. (2021), who identified that employees expect their jobs to bring a significant sense of purpose to their lives or they risk losing those employees and the skills they bring to the role. To this extent, the sector could be well placed to hold on to talent if the assertion of increased sense of purpose holds true.

1.2   Key Issues for Third Sector Leaders

Chief Officers must deal with all the challenges discussed in the previous section, whilst also running complex organisations with multiple stakeholders, funders, and regulators. The three leadership spheres of a Third Sector CEO or Chief Officer (Kirchner, 2007) detailed in Figure 1 below, show the complexity of the role and the multiple areas which Third Sector leaders have to work across.
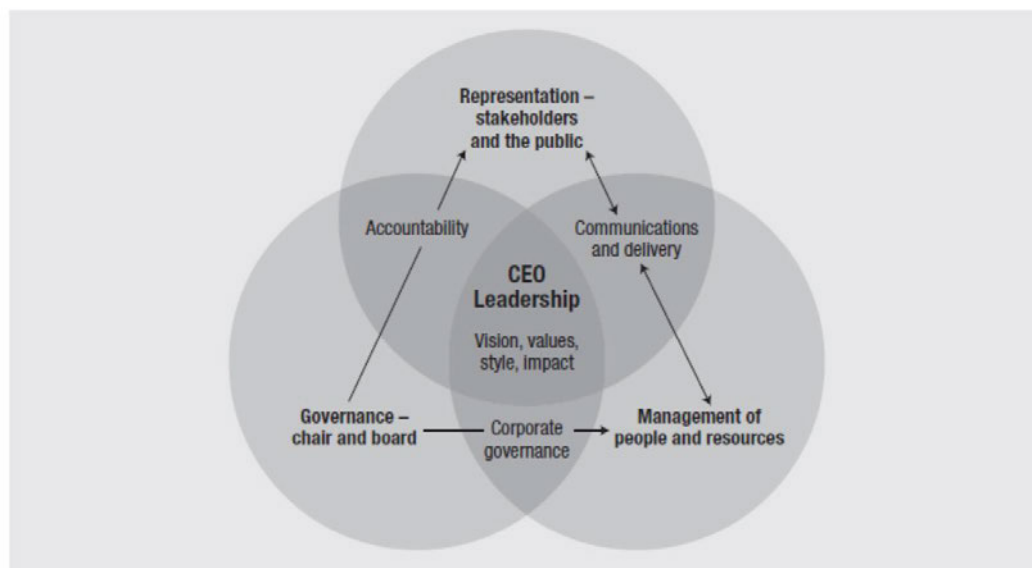
Figure 1: The Complexity of Third Sector leadership (Kirchner, 2007)

In his evidence to the House of Lords Select Committee (2017, page 31), Professor John Mohan from the Third Sector Research Centre described charity leadership as being not unlike 'juggling on a unicycle'.

The term VUCA (volatile, uncertain, chaotic, ambiguous) is a long-established descriptor of operating environments, and is particularly relevant to the Third Sector. Bill George, Professor of Management Practice at Harvard, noted that the pressures this environment creates requires leaders to respond with vision, understanding, clarity and adaptability (George, 2018).

Evidence of increasing pressure on the leaders in the sector due to increased demand, reduced funding, increased competition, and an environment of constant change pre-dates Covid-19 (do Adro & Leitão, 2020). Leaders must ensure that they continuously innovate, evidence impact, and stand up to the scrutiny of both stakeholders and the public. These challenges can lead to heightened risk of stress and burnout and ultimately individuals standing down as Chief Officer or even leaving the sector entirely. This was evidenced in a study, Path to Impact, which explored the capacity of 100 Third Sector Organisations and found that "succession planning" and "re-energising" were particularly problematic areas (RF Associates, 2018). More recently, leaders have had to consider the balance of having to look after their staff's wellbeing (during covid), which often conflicts with organisational need and thus the needs of the beneficiaries. This

conflict can add to the stresses of leadership and also adds to the challenge of considering their own leadership support needs and resilience.

This study will explore behaviours which may influence and improve resilience for third sector leaders. As a sector with such importance both economically and socially for the wellbeing of our nation, the issues of resilience and risk of burnout from its leaders in crucially important.

The Third Sector's lack of capacity and resources can exacerbate the "normal" challenges of leadership. A 2019 study found that Third Sector leaders work 3 months of the year for free, doing an average of 10 hours per week over and above their paid role (ACEVO, 2019). This style of habitually working beyond capacity is clearly unsustainable, with previous research demonstrating that overloading the brain can have negative impacts, including causing anxiety (Gruszka & Nęcka, 2017; Kirsh, 2000).

Allcock Tyler, (2017) suggests that Third Sector leadership is a vocation, not a profession. This widely held perception can make the leadership role even more complex to navigate, adding a more personal and emotional element to leaders' "obligations" alongside the expected drive for excellence, growth, and high performance as well as value for money and evidence of impact. The fact that they have line managers who are volunteers and may not have experience in this area, and that the Chief Officer is expected to support the board as well as being supported and often line managed by board members, could also increase the complexity.

Survey results from Charity Works Impact Research (Jones, 2019) demonstrated that Chief Executives working in the charity sector in England are experiencing high levels of stress. 72% of Chief Executives reported feeling stressed in their role at present, with 18% of respondents saying they felt 'very stressed' and 54% saying they felt 'quite stressed'. There was no correlation found between levels of stress and length of time that a Chief Executive had been in their current role. Similarly, 87% of respondents reported experiencing one or more symptoms of burnout. The most common symptoms were difficulty concentrating and suffering from insomnia, with 64% of respondents reporting these symptoms. A further 61% of respondents reported they were suffering from anxiety and 55% said they were experiencing reduced performance. Research in the Health and Social Care field has found that new leadership positions can be

overwhelming when leaders are asked to work in new areas and across sectors, as is becoming increasingly the case (Elliott, 2020).

These unique factors affecting leadership in the Third Sector all mean that corporate styles of leadership often do not work as intended. It is therefore pertinent to exercise caution when applying much of the existing academic literature, which focuses almost exclusively on the public and private sectors, to this context.

Studies have demonstrated that individuals experiencing burnout reduce their job involvement and organizational commitment (Lee & Ashforth, 1996) which can negatively affect performance (Maslach et al., 2001). Consequently, CEO burnout is not only detrimental to the CEO's wellbeing but can adversely affect the performance of the organisation.

1.3   Research Gap

Research to date has shown that much of the current focus is on workforce wellbeing and there is generally a lack of focus on CEO wellbeing (Barling & Cloutier, 2017). There is mounting pressure on leaders to perform well in an increasingly complex and unpredictable context (Jones, 2019). There is an increased need for sustainable leadership to cope with increased demand for services and support (Gerard et al., 2017a).

Finally, it has become apparent that any research in this area in current times will need to consider the pressures on the sector and on its leaders. Studies must be visibly simple to take part in and of benefit to the sector and its leaders, in order to gain both uptake and credibility. The accessibility of approach should be aligned with the rigour of the research to reach the desired aim: "to explore behaviours which may influence and improve resilience for Third Sector leadership". The study aims to have a managerialist impact for both the sector and its leaders. Managerialism is defined as looking at organizational behaviour and theory from the exclusive point of view of managers or leaders (Alvesson & Willmott, 1997), and thus this research aims to have an outcome that may benefit their resilience and wellbeing.

In current times, with the risk of burnout being high, (ACOSVO, 2021), it is imperative that leaders understand the behaviours that support their resilience and are encouraged

to take time to consider which behaviours work best for them and ensure that they can practice those behaviours in their everyday lives. It is crucial therefore that this research considers both knowledge and practice-based perspectives.

1.4 Aim and Objectives

The aim of the research is to explore behaviours which may influence and improve resilience for Third Sector leadership.

To achieve this, the **objectives** are to:

1. Critically review the literature on resilience in leaders
2. Explore what resilience means to Third Sector leaders
3. Critically examine leadership behaviours which impact on resilience
4. Develop insights and recommendations which may improve resilience for Third Sector leaders

1.5 Parameters

Subjects chosen for this study were required to be leaders of organisations based in Scotland with over £500K turnover and registered as charities. Subjects were all currently Chief Officers or, if a UK organisation, the most senior person in Scotland. The position of leaders, i.e. Chief Officers, was chosen as the focus group for this study. The Oxford Dictionary (2022) states that leadership is "The action of leading a group of people or an organisation" rather than the position, but those in this position are the subjects whose resilience is impacted on through this act, thus Chief Officers were the participants chosen for this study.

Although charities registered in Scotland is a parameter for this research, and it could be argued that Scots see the world in a particular way (Craig, 2011), it is hoped that the findings will be more widely applicable, so the fact that the study is based in Scotland will not be a specific focus of this research.

1.6 Researcher Profile

The researcher has worked with Third Sector leaders in the role of Chief Executive of ACOSVO (Association of Chief Officers of Scottish Voluntary Organisations) for almost 20 years. ACOSVO is a sector leadership support body. The researcher's interest in this area of work has led to the exploration of this topic and the motivation to undertake

this research. The approach of the researcher will be enhanced by the depth of understanding of the area of work but will simultaneously be underpinned by the academic rigour of the study.

1.7   Research Approach and Structure

The research will take an interpretive approach and will be based on semi-structured interviews. The thesis is structured into six chapters which will take the reader through from introducing the topic, to exploring and reviewing the literature relevant to the study and then detailing the approach and methodology that underpins it. It will then lead the reader through the findings to the discussion and analysis, and finally to the conclusions of the research.

1.8   Summary

This chapter has explained the basis to this study and the context in which it has been undertaken. The aims and objectives of the research have been set out and the underpinning consideration for the thesis has been shared with the reader. The chapter structure has been outlined and the thesis will now move on to explore and examine the relevant underpinning literature.

Chapter 2: Literature Review

2.1   Introduction

This review will identify and consider the academic disciplines relevant to the theme of study and provide a rationale for the choice of literature to be explored.

It will lead to a deeper understanding of the research topic by reviewing relevant academic literature and critiquing both the arguments and the relevance to the study. This will include identifying issues for further investigation and analysing existing conceptual frameworks which may be adaptable to the field of the studies.

It will then suggest the key questions to be explored arising from the critical review of the literature.

2.1.1   The Researchable Problem

The primary issue that this literature review will aim to explore is behaviours which may influence and improve resilience in Third Sector leadership. Leaders in general are at risk of burnout and those in Third Sector leadership roles may be even more at risk in the current climate (ACOSVO, 2021).

This research will explore whether resilience behaviours from previous studies in the business or private sector may be different to those exhibited by Third Sector leaders. If so, it could be argued that to improve resilience in Third Sector leadership, a different, or reconceptualised, framework of understanding and thus support may have to be developed.

2.1.2   Aim and Objectives

The aim of this research is to explore behaviours which may influence and improve resilience for Third Sector leaders and by doing so, add to both knowledge and practice.

The objectives are to:

1. Critically review the literature on resilience in leaders
2. Explore what resilience means to Third Sector leaders
3. Critically examine leadership behaviours which impact on resilience
4. Develop insights and recommendations which may improve resilience for Third Sector leaders

Resilience is defined in many ways. The Cambridge dictionary states that it is:

"the ability to be happy, successful, etc. again after something difficult or bad has happened: Trauma researchers emphasize the resilience of the human psyche. The quality of being able to return quickly to a previous good condition after problems: the capacity to recover quickly from difficulties; toughness." (Cambridge University Press, 1995)

Bagi (2013) defines burnout as the point at which the person's ability to function is severely impaired.

The Resilience Dynamic (Campbell, 2019) defines resilience as one's ability to adapt and capacity for change. It includes coping and bounce-back:

- the capability of a strained body to recover its size and shape after deformation caused especially by compressive stress.
- an ability to recover from or adjust easily to misfortune or change.

For the purpose of this study, resilience will be defined as the ability to bounce back after a setback as implied above.

2.1.3   Literature Underpinning the Research
The relevant disciplines covered as part of this study will include:

- **Social Sciences;** including social anthropology, psychology (mental wellbeing) and analytical sociology in terms of looking at resilience, sustainability, and burnout of leaders.
- **Applied Sciences;** including business management, operational management, and human resource management in terms of the workplace setting and how leaders operate.

The topic of resilience does not fit neatly into one discipline. There is much research in this area within the fields of work and leadership which is explored in detail by Ledesma, (2014a), but less research that looks specifically at the Third Sector. This literature search includes cross discipline work relevant to the topic and area of application. With the Third Sector literature being scarce, grey literature, blogs and sector specific articles will also be considered. The work of the VSSN (Voluntary Sector Studies Network), TSRC

(Third Sector Research Centre) and IVAR (Institute for Voluntary Action Research) will also be explored. Other sources of third sector intelligence can be found from organisations such as Voluntas, Nonprofit and Voluntary Sector Quarterly, Nonprofit Management & Leadership, Journal of Public and Nonprofit Affairs or the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). The context, governance, and management of the Third Sector all mean that there could be specific differences in the resilience of leaders, so sector specific data and research will be key to a deeper understanding of the questions, the findings, and the potential impact of the study.

The key literature to be identified and explored in terms of importance to the study will be based in leadership and resilience but will narrow down to focus on individual leaders and the behaviours that influence and improve their resilience rather than what sort of leadership makes for a resilient organisation. This research will focus on the individual leader as a person rather than their chosen "style" of leadership but will consider whether the literature is focussed on the personal, professional, or organisational aspects of leadership and will select accordingly to ascertain which is most relevant to this study.

Research literature will use the wide lens of leadership and resilience and will then drill down to include topics such as burnout, sustainability, authenticity, emotional intelligence, wellbeing, and psychological safety to consider the behaviours which may impact on resilience.

Consideration is taken as to whether this study is focussing on the act of leadership or the position of leadership. The Oxford Dictionary (2022) defines leadership as the action of leading a group of people or an organisation, which is very wide in its definition.

This wide lens of leadership is explored firstly through The Handbook of Leadership (Bryman et al., 2011) who suggest that Leadership is a key part of organisational and social life, and that the study of leadership has never been more widespread and in-depth.

The four different ways that leadership is traditionally understood is then considered through the thinking of Grint & Smolovic-Jones, (2005). They assert that leadership can be seen as:

- Who they are as a person
- What they achieve
- Where they operate, and
- How they get things done

This thinking suggests that there is a multidisciplinary consideration to be taken when exploring leadership – and it is not only one approach, truth or action that defines it.

In this study, both the act and the position are incorporated. The participants of the study hold recognised leadership positions as Chief Officers, but the focus is on the resilience behaviours that they identify, while in the act of leading.

An initial exploration of research on sustainable leadership (before moving to a focus on the term resilience), showed that in many recent publications (Avery & Bergsteiner, 2011; Critchley & Casserley, 2011; Gerard et al., 2017b), it is the organisations' sustainability being examined, not the leaders'. It can be argued that if a leader is sustainable in their role, this will be reflected in the impact they have through their organisation or their status as a leader. However, whether a leader sees themselves as "burnt out" or "resilient" (even if their organisation is successful) is a subjective opinion, and self-identification may be based on a range of individual perceptions, needs and motivations.

2.1.4 Motivation

In the history of organisational psychology, Maslow (1943) explored a theory of human motivation. His work showed that basic physiological needs must be met before psychological needs could be reached. He defined these "higher" needs as safety and security, social satisfaction and belongingness, ego and self-esteem, and self-actualisation and personal growth. Motivations in the Third Sector could arguably be seen in a different way, with the need for achievement and belongingness linked to doing good for others more than career success and individual wealth. Maslow's content theory of motivation explores the question of "what specific needs cause motivation".

This is opposed to a process theory of motivation which would explore how behaviour is stimulated, directed, sustained, or stopped. If motivation is a factor in resilience and the motivations for working in the sector come from a need to belong and to make a difference, then Maslow's literature may not be as relevant here. Continuing with historical literature on organisational behaviour, Herzberg (1966) explored the content theory through "motivator hygiene", examining the reasons given for positive or negative job satisfaction. He found that hygiene factors such as pay, work environment and job security only got employees part of the way to being satisfied in their roles. Motivators such as the work itself, challenges, achievement, and responsibility were also necessary to be satisfied in the role. These findings are more in line with the context and motivators of the leaders taking part in this study.

Public Service Motivation (PSM) theory, which is based on the desire to contribute and serve, provides another perspective on motivation which can be linked to the Third Sector (Walton et al., 2017). While it was initially developed to understand the motives of individuals in the public sector, it has been expanded in recent years to understand those who work in the Third Sector. Miller-Stevens et al. (p 164; 2014) make the case for public service to include any work, paid or unpaid, that is of service to the public, stating:

> "Public service motivation is a process theory of motivation in that it is concerned primarily with understanding how an individual goes about fulfilling the desire to serve the public"

PSM theory has been described as having four types of motives, namely, compassion, attraction to public service, commitment to public values and self-sacrifice (Wang et al., 2020), all of which could equally be said of Third Sector motivators.

Perry, (2000), considered that the public service requires a theory of motivation that includes society in the equation and concludes that public-sector employees place greater value on service than do private-sector employees. The article goes on to consider that new paradigms of motivation are needed which incorporate the blurring of lines between organisation, society and more diversity around the assumptions of human behaviour.

Deci & Ryan (2000) assert that one positive aspect of human nature is the tendency towards growth and self-construction and that people want to challenge themselves, learn new skills and gain knowledge.

2.1.5   Wider Literature

Before moving to the key authors and works in this area, some wider contemporary literature was explored. Duckworth (2016) explored the concept of "grit" as being the "power of passion and persistence". She developed a theory of the psychology of achievement based on a "grit scale" which scored on perseverance and passion. As the Third Sector leaders this research will be studying could be considered to need high levels of passion and perseverance in their role, consideration was given as to whether this a framework which could be adapted in some way. On reflection, it was rejected as an option as it is resilience rather than achievement that is being explored in this study.

Cultural Intelligence or CI was also explored (Middleton, 2016). As the "successor" of IQ (Stern, 1914) and EQ (Goldman, 2007), CI has been defined by Middleton as the necessary way of thinking for leaders to thrive in the current environment. CI is described as "the ability to cross the divides and thrive in multiple cultures". If this is the case, in the current cross sectoral world that Third Sector leaders navigate, this could be another factor that impacts on their resilience. As this work explores a way of thinking rather than a behaviour that impacts on resilience, and it incorporates that thinking across all sectors it was not considered suitable as a comparative theory.

In Dare to Lead (Brown, 2018), Brown's seven year study looking at the future of leadership posited that courage is a collection of four skill sets that can be taught, observed and measured (rumbling with vulnerability, living into our values, braving trust and learning to rise). This thinking could be applied to this study by exploring resilience as a set of teachable skills, but as the study will be focusing on resilience behaviour, it will not be chosen for specific comparison.

Although all three concepts considered above, were not chosen as relevant for specific comparison, they will contribute to the wider understanding of resilience behaviours.

Personal and organisational resilience were explored by Campbell (2019) who looked at the relationship between stress and resilience and suggested that there is a "resilient

way" of being. Finally, in this area of exploration, Covey, (1989) looked at the seven habits of highly effective people. Both studies will again be considered for wider understanding but were not chosen for specific comparison as they do not focus on behaviours.

Table 2.1 shows the work in this field and whether it has led to an approach, or a tool or measure. It could be argued that the research producing tools and measures is more widely known and thus could have a greater impact on practice. This factor will be a consideration in the development of this research.

Table 2.1: Previous Works and Methods

Author	Area explored	Approach	Measure / Tool
Maslow	Motivation		Hierarchy
Hertzberg	Motivation		Two factor theory
Duckworth	Grit		Scale
Middleton	Cultural Intelligence	Mindset	
Brown	Courage		Skillset
Campbell	Resilience	Way of being	
Covey	Effectiveness		Habits

In Conceptual Frameworks and Research Models on Resilience in Leadership by Janet Ledesma (Ledesma, 2014), there is an assertion that "there is a direct relationship between the stress of the leaders job and their ability to maintain resilience in the face of prolonged adversity" (Ledesma, 2014, page 1). The article goes on to discuss the concept of "thriving" as a "person's ability to go beyond his or her original level of functioning and to grow and function despite repeated exposure to stressful experiences" (O'Leary, 2010) . It then considers that the variables of positive self-esteem, hardiness, strong coping skills, coherence, self-efficacy, optimism, strong social resource, adaptability, risk taking, low fear of failure, determination, perseverance, and a high tolerance of uncertainty are all aspects that characterise resilience and thriving. Carver, (1998) considered internal and external factors on the concepts of resilience and thriving. Internal variables of resilience were defined as self-factors, personality factors or individual resources which may include hardiness, coping ability, a sense of

coherence, use of personal resources, cognitive resources, threat appraisal and self-efficacy (O'Leary, 2010). Other self-factors considered to be present in thriving individuals included optimism, empathy, insight, intellectual competence, direction or mission, and determination and perseverance (Ungar, 2004).

The most consistent external variables of resilience in leadership were found to be the importance of relationships and external support systems. Patterson & Patterson (2001) found that the resilient leader is one that acts with courage in their convictions despite risks.

This work was very in depth and well researched and supported the argument that trusted and supportive relationships are a key element of being a resilient leader. The conceptual frameworks and research models on resilience in leadership helped to frame the research undertaken in this study.

The research will be set within the Third Sector. Although a wide range of research in this area exists, it is often sector specific and out with the normal business school context of most other sectors. The sector has the added complexity of closeness to identity and passion for a cause. Burnout is more likely if leaders have a blurred line between their work and personal self-identity (Bagi, 2013; Casserley & Megginson, 2009) so it could be argued that this may be more prevalent in the Third Sector. Portnoy (2011) suggests that burnout is not dissimilar to compassion fatigue: a term often used in reference to healthcare workers, but which could be used for Third Sector leaders who see their role as caring for their beneficiaries, their colleagues, and their organisation.

The sector is also complicated by its governance structure. Generally, Third Sector organisations do not have a "shareholder board" of experienced business leaders to guide and support them. This often leads to a complex interdependency with Third Sector boards looking to the chief officer for support, while at the same time "line managing" them to ensure that targets are met, and risk registers are considered. Often little support is given to the Chief Officer position, which has been described as a lonely role with little opportunity to show any vulnerability or uncertainty, and with a weight of responsibility for the success of the organisation and the support of its staff, volunteers, and beneficiaries (Terry et al., 2021).

In terms of the approach of this study, Casserley & Megginson (2008) made an interesting comment from their work on the notion of passion, a quality which many align with Third Sector leadership (Cormack & Stanton, 2003). They conclude that this can make those from an academic background "nervous" when researchers also have experience in their research area. This may come from an expectation that researchers will come from a positivist approach and thus will be looking for absolute truths. They conclude that in this field, it is imperative that social researchers have experience of what they are researching for it to be valid and reliable and to have resonance in the field of study.

Previous studies and publications on sustainable or resilient leadership have commonly focused on exploring the impact on the organization in terms of its sustainability or resilience, not the leaders themselves and what helps them be resilient as individuals (Székely & Knirsch, 2005). Existing literature almost exclusively considers this issue in private and public sectors and therefore caution must be used when generalizing their findings to the Third Sector.

2.2   **Burnout**

In "Learning from Burnout; Developing sustainable leaders and avoiding career derailment", Casserley & Megginson (2008) interviewed 100 leaders and used some of their stories as a way to explain the challenges and explore what worked and what did not in terms of building resilience. They analysed in-depth interviews with 100 "high-flyers" and considered whether burnout is no longer an unusual event but has become part of a normal lifecycle. They explored 25 years of research which mainly considered burnout as being a work-related phenomenon which is most likely to affect those early in their career. Their work explored the paradigm of leadership development and considered a new paradigm of leadership learning.

The resulting coping dimensions are shown in Figure 2. Sharing with others was the most frequently reported behaviour of high-flyers who do not burn out. The importance of coming together, peer support and the opportunity to learn from each other will all be factors more closely examined in this research.

In terms of their research on burnout, they saw the Maslach Burnout Inventory (MBI), Maslach et al. (2001) as the most widely used survey tool and it is one that merits further

consideration for this research. Table 2.2 demonstrates the **six coping dimensions they identified** which deserve further consideration. They explore the physiological basis for burnout through looking at adrenal function assessments. This study will take a social constructivist approach which would not align with the more "medical approach" employed by Maslach et al. It will therefore not be considered.

Table 2.2: Coping dimensions and behaviours, adapted from Casserley & Megginson (2008)

COPING DIMENSION	BEHAVIOUR
SHARING A willingness to share work experiences with others during high-stress periods	• Does not sit and stew on things – talks to people they need to directly to resolve things • Talks situations over with family and friends to get advice from those with more experience; uses this advice to put situation in perspective
PROACTIVITY Takes urgent action to resolve existing or anticipated situations that will result in severe stress	• Comes up with alternative solutions to problems to stop high stress from happening • Focuses on controlling what is in their power of control, including own behaviour
BOUNDARY – SETTING Has a mature and realistic understanding of own capability; accurately accesses workload capability of delivering; sets clear boundaries around this; only flexes these boundaries on the basis of increased time or resources	• Sets clear boundaries- faces down those who try to usurp these • Assesses the importance of deadlines they are given. Recognises that some are unrealistic or unnecessary • Ask for more time or assistance
WORKING SMARTER Well-developed organisational skills, including the ability to prioritise, delegate and work towards a clear end point rather than working long hours and sacrificing personal and social activities	• Prioritising and goal setting: sets small goals to the next destination and then reviews from there • Takes the approach that 80% right is OK; perfection is fantasy
HOPE Visualising how things might be beyond the immediate, harsh reality of the situation	• Sees the opportunity in the situation more than the challenge
RENEWING Engaging in activities outside work that are personally renewing	• Does exercise and sport • Learns what helps them switch off completely • Understands they need time to process what is happening
Behaviour of high flyers who did not burn out	

The causes, costs and prevention of burnout are considered from a global perspective by Bagi (2013). This is one of the few works which does very briefly mention community organisations, but it does not pull out any sector specific analysis. Bagi considered that effective leaders can be seen as having "superhero" status which could lead to expectations which are unrealistic and result in burnout. He identifies burnout as a deep and persistent experience of physical, emotional and mental exhaustion and explores the Maslach & Jackson (1981) three-dimensional framework as well as the MBI. He defines burnout as being a combination of individual and work issues and explores the link between the personal characteristics that help people become successful leaders with those that contribute to their risk of burnout. When a person's identity becomes too close to work, he asserts that more excessive workloads are taken on and time boundaries are breached. This passion and commitment, when closely identified with work, can lead to a harder "fall" when the role is no longer viable, and the leader loses the sense of identity that it brought. He explored "Type A" personality (motivated and competitive), who are often successful leaders but also have traits of impatience and irritability which did increase stress and thus lead to more risk of burnout (Kivimäki et al., 1996; Lundberg et al., 2007). His work culminated in offering three suggestions on how leaders can take responsibility and help themselves reduce their risk of burnout:

- Develop a greater sense of self-awareness and a healthy identity

- Develop greater emotional resilience

- Practice self-care

The past, present and future of burnout was explored by Schaufeli et al. (1993) through looking at the work of a range of scholars. They concluded that the current state of society in terms of pressure, workload, lack of support and reduction in staffing "(p254) all means that burnout will continue to be an issue over the coming years. They argue that over the last decade, there has been a vast amount of both "theoretical thinking and empirical research" and that burnout has been "placed successfully on the academic agenda."

They argue that burnout is considered from four general psychological perspectives:

- Social comparison (Buunk & Schaufeli, 1993)

- A general stress theory (Hobfoll & Freedy, 2018)

- Professional self-efficacy (Cherniss, 1980)
- An integration into the transactional model of occupational stress (Cox et al., 1993)

This is a comprehensive analysis of the different authors, theories, and research around burnout with a detailed critique of the efficacy of some of the approaches and will be an underpinning source for this study.

One of the approaches, The Maslach Burnout Inventory (MBI) has provided a common language for those studying burnout, who can now make direct comparisons between their own findings and those of others. It is used to assess professional burnout in human service, education, business, and government professions, assess and validate the three-dimensional structure of burnout and understand the nature of burnout for developing effective intervention.

The MBI is a psychological assessment tool which uses 22 symptoms of occupational burnout. It was originally developed by Maslach & Jackson (1981) with the goal of assessing an individual's experience of burnout. It only takes 10 minutes to complete and measures three dimensions of burnout: emotional exhaustion, depersonalization, and personal accomplishment.

Subsequently, specific versions were developed to apply to different groups and settings.

There are now five versions of the MBI for different areas of work, none which are specific to the Third Sector.

The MBI is often combined with the Areas of Work life Survey (AWS) to assess levels of burnout and work life context. The AWS looks at: workload, control, reward, community, fairness, and values as additional and inter-related aspects of what wider factor lead to burnout (Leiter & Maslach, 2003). Although a useful tool, which has been adapted to be specific for some sectors, it is not widely used in the Third Sector and an adaptation to the sector has not been developed.

From the literature review much work has gone into considering burnout and resilience in leaders, so the question could be asked as to why more is needed.

The answer is in relation to the relevance of the research to the specific sector of this study, considering its governance, the way it is managed and the role that passion for the cause plays. Findings suggest that resilience can be learned and could be considered a muscle that needs to be built and exercised and that there is a recognised inventory to measure burnout that has not previously been used in this sector is worth further exploration in future studies.

2.3   Resilience

Resilience is often seen as the way to mitigate burnout. The Oxford dictionary defines resilience as: "the capacity to recover quickly from difficulties; toughness".

Academic research into resilience started about 40 years ago with pioneering studies by Garmezy (1991) who looked at why some children suffered more than others when going through difficult childhood experiences. He concluded that resilience played a greater part in good mental health than previously thought.

Vanderpol (2002), found that many of the healthy survivors of concentration camps had what he calls a "plastic shield." The shield was comprised of several factors, including a sense of humour. Other core characteristics that helped included the ability to form attachments to others and the possession of an inner psychological space that protected the survivors from the intrusions of abusive others.

Many of the early theories about resilience stressed the role of genetics and considered whether some people are just born resilient but there is now increasing evidence that it can be learned. Holyoke & Vaillant (1978), observe that within various groups studied during a 60-year period, some people became more resilient over their lifetimes.

Coutu (2002) considered how resilience can help one survive and recover from even the most brutal experiences, and suggested that the following practices would improve resilience:

- Face down reality
- Search for meaning
- Continually improvise

Coutu argued that almost all the theories on resilience overlap in three ways. Resilient people possess three characteristics: a staunch acceptance of reality; a deep belief,

often buttressed by strongly held values, that life is meaningful; and an uncanny ability to improvise. You can bounce back from hardship with just one or two of these qualities, but you will only be truly resilient with all three. These three characteristics hold true for resilient organizations as well.

The key to building resilience is optimism argues Seligman (2011) and that people who don't give up interpret setbacks as temporary, local and changeable thus feel less helpless and more able to deal with the situation.

Herrman et al., 2011 Found that definitions of resilience have evolved but it is referred to as positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity. They consider the interaction of resilience with other areas of life such as relationships and attachments**.**

The main learning drawn from the writings on resilience are that although burnout is being explored from a professional, work-life issue, resilience could be seen as more holistic, and related to personality, characteristics, experiences, and learning. This will inform the development of thinking in this study going forward.

2.4   Sustainability

The idea that leaders should pay attention to their own healthy selfish needs as a pre-requisite of effectiveness was raised by Casserley (2010), whose work proposed an explanation of burnout in which it is the characteristics that are put into play that determine whether a leader is resilient. The study considered an approach that centres on leaders exercising a duty of care for their own sustainability as well as that of the wider business and society.

Casserley & Critchley (2010) building on Casserley & Megginson, (2008) earlier work felt that their research showed that performance derives from an integration of three core processes:

- reflection on action (learning through doing)
- psychological intelligence (having a clear sense of personal purpose and an awareness of personal assumptions and motivations)
- physiological wellbeing (effective management of stress and sufficient selfcare)

It is these three core processes and their engagement with the culture of the organisation (shown as a 4th "Hallmark"), which they argue makes for effective leadership development, sustainable leaders, and potentially sustainable organisations.

Table 2.3 is reproduced from Casserley & Critchley (2010) where they suggest a new paradigm for sustainable leadership.

Table 2.3: How Leaders Develop, Casserley & Critchley (2010)

How Leaders Develop: old vs new paradigm	
Current Paradigm	Sustainable Leadership
Concern with performance	Concern with human sustainability as a prerequisite for performance
Identify skills or competences	Foster and integrate core individual processes of reflection on action, psychological intelligence, and physiological wellbeing
Modify leaders' behaviours based on those competences	Negotiate engagement between core processes and culture of organisation
Leadership is drilled into people via off-job training	Leadership emerges from reflection on action in dealing with real life adversity
Focus on the development of one-size-fits-all set of competences; no attempt to adapt these to leader's specific context and challenge	Focus on the quality of the relationship between the individual leader's core processes and the culture of the organisation

The characteristics of sustainable leadership in this framework would translate well to Third Sector leadership and will be given further consideration, although they are not specifically exploring resilience so will not be used for comparison.

Work on an alternative to the shareholder-first leadership model used in the private sector, has also been explored. Avery & Bergsteiner (2011) describe the alternative approach of sustainable leadership as "honeybee" leadership and have researched and observed over 50 organisations globally. They suggest that sustainable leadership is

about taking a longer- term approach in decision making, aiming to increase the value to the customer rather than only the shareholder and focus on the importance of a skilled loyal and engaged workforce with high quality production of services.

They advocate the importance of sustainable relationships over the longer term and focus on interests that connect stakeholders and are mutually supportive. They look at the balance of "people, profits and planet". Avery previously identified 19 leadership practices and tested opposing approaches on a sample of 14 organisations which showed that organisations that led in a sustainable (also described as "Rhineland" in these studies) way continued to flourish in diverse sectors and geographies.

This work was then developed and expanded to include 23 leadership practices which have been arranged to form a pyramid (reminiscent of Maslow) showing different levels of practices which can lead to sustainability (Figure 2). The pyramid provides a framework for examining an organisations current practice and although focussing on how the organisation is sustainably led, it does not focus specifically on the sustainability of the leaders, their resilience, or their risk of burnout in leading in this way.
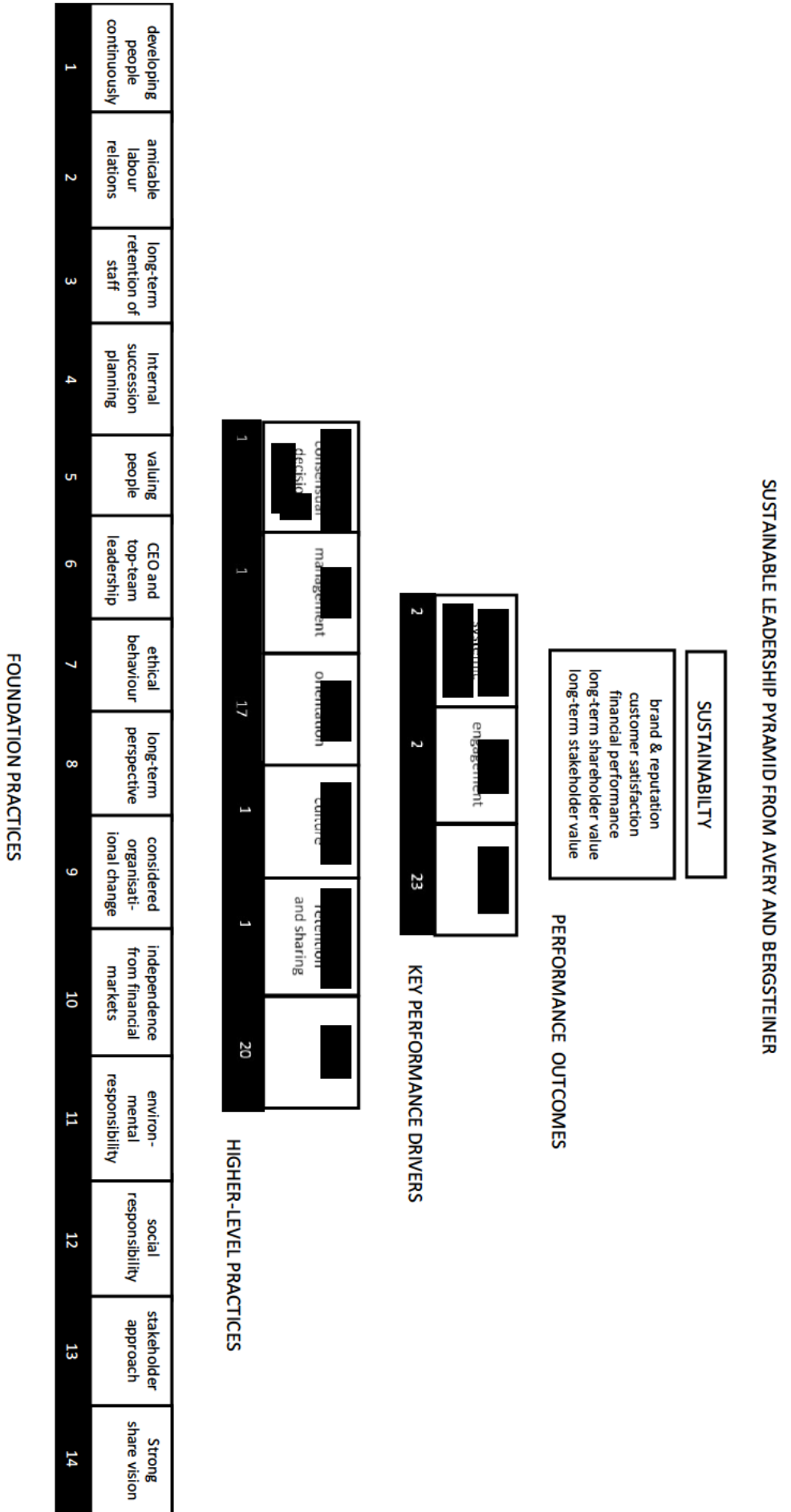
Figure 2: Sustainable leadership pyramid

There may be worth in exploring further whether the pyramid model and the different practices (and levels) could be adapted to consider how they impact on the resilience of the leader, and in particular, of the Third Sector leader, but because of these differences detailed above, this model will not be chosen for comparison in this study.

The following table (Figure 3) reproduced from Gerard et al. (2017) brings together sustainable leadership frameworks, some mentioned earlier in this review. Internal and external factors influencing sustainable leadership were extrapolated from the conceptualisation of the frameworks and shown as factors of sustainable cultures and sustainable leadership. The external environment had an influence on both these factors, stakeholder considerations (improving the internal environment, coherent and cohesive values, full stakeholder consideration) influenced the culture and organisational processes (development of employees throughout the organisation, short versus long-term objectives and strategies, corporate social responsibility, and ethical behaviour influenced the leadership.

Table 2.4: Sustainable leadership frameworks: adapted from Gerard et al. (2017)

Sustainable leadership frameworks					
Author(s)	*Cassells and Critchley (2010)*	*Avery and Bergsteiner (2011)*	*Hargreaves and Fink (2006)*	*Davies (2007)*	*Lambert (2011)*
Definitions	"Performance derives from an integration of three core processes: reflection on action; psychological intelligence; and physiological well-being...it is the integration of these three core processes, followed by their engagement with the culture of the organisation, which constitutes effective leadership development, and is more likely to create sustainable organisations" (p. 290)	"Sustainable leadership helps an organisation endure over time and weather the inevitable storms that... best an enterprise" (p. 7). "Sustainable leadership emerges from the interplay of many factors [...] there is no one "right" way within the overall sustainable leadership paradigm" (p. 5)	"The image of the future places different and more challenging demands on leadership. It now becomes leadership for... longer term development of the school. It builds a leadership culture based on moral purpose which provides success that is accessible to all" (Hargreaves and Fink, 2011, p.19)	"Sustainable leadership can be considered to be made up of the key factors that underpin the organisation, it needs commitment from all levels of the organisation to create a culture in which leadership skills can be developed" (p. 145)	"If sustainable leadership is to have any measurable impact on the...
Framework presented surrounding sustainable leadership	1. Reflection on action 2. Psychological intelligence 3. Physiological well-being 4. Engagement of core processes with the culture of the organisation	Foundation practices 1. Developing people 2. Labour relations 3. Retaining staff 4. Succession planning 5. Valuing staff 6. CEO and top team 7. Ethical behaviour 8. Long or short-term perspective 9. Organisational change 10. Financial markets orientation 11. Responsibility for environment 12. Social responsibility (CSR) 13. Stakeholder consideration 14. Vision's role in the business Higher level practices 15. Decision making 16. Self-management 17. Team orientation 18. Culture 19. Knowledge-sharing and retention 20. Trust Key performance drivers 21. Innovation 22. Staff engagement 23. Quality	1. Depth – sustainable leadership matters 2. Length – sustainable leadership lasts 3. Breadth – sustainable leadership spreads 4. Justice – sustainable leadership does no harm to and actively improves the surrounding environment 5. Diversity – sustainable leadership promotes cohesive diversity 6. Resourcefulness – sustainable leadership develops and does not deplete material and human resources 7. Conservation – sustainable leadership honours and learns from the best of the past to create an even better future	1. Outcomes not just outputs 2. Balancing short and long-term objectives 3. Processes not plans 4. Passion 5. Personal humility and professional will 6. Strategic timing and strategic abandonment 7. Building capacity and creating involvement 8. Development of strategic measures of success 9. Building in sustainability	1. Builds capacity of staff 2. Strategic distribution 3. Consolidates 4. Builds long-term objectives from short-term goals 5. Diversity 6. Conserves
Perspective	Individual perspective – focus is developing sustainable leaders	Organisational perspective adopt a holistic view and believe it is the way in which an organisation is lead that leads to sustainability	Organisational perspective – emphasise sustainability should be viewed as a meal not a menu	Organisational perspective – believes that sustainable leadership should be embedded throughout the organisations	Organisational perspective – predominantly considers the development of sustainable leadership
Research Context	Private sector – no real empirical research has been completed on sustainable leadership – really developed from the idea of burnout and the development of individuals	Private sector research – exploring the different "honeybee" and "locust" organisations – comparing them and producing the pyramid	Education sector – looking at research from both the UK and the USA and stems from the idea of principle leadership	Education sector – looking at both UK and US	Education sector – looking at both UK and US

This model of conceptualising frameworks and the validity of the conclusions that can be drawn from such an exercise could have a bearing on how this study could be approached and how previous work can be built on.

2.5   Consideration of Conceptual Frameworks

From the review of literature, four conceptual frameworks were "shortlisted" to explore and critique in more detail. This section will consider their implications and potential for adaption to the context of this research, the Third Sector, before choosing the one most relevant for further investigation. Those being considered in more detail are:

- Casserley & Megginson (2008): Coping Dimensions
- Casserley & Critchley, (2010): Sustainable Leadership Hallmarks
- Avery & Bergsteiner, (2011): Pyramid
- Maslach & Jackson (1981): Maslach Burnout Inventory

The frameworks are shown together detailing to elements that each focus on:

Table 2.5: Conceptual Frameworks

Conceptual Frameworks:						
Coping Dimensions		**Sustainable Leadership Hallmarks**		**Pyramid**		**Burnout inventory**
Elements considered:						
Sharing		Reflection on action		Performance outcomes		Emotional exhaustion
Proactivity		Psychological intelligence		Key performance drivers		Depersonalisation
Boundary setting		Physiological wellbeing		Higher level practices		Personal accomplishment
Working smarter		Negotiated engagement		Foundation practices		
Hope						
Renewing						

Although each of these conceptual frameworks have been considered more broadly throughout this review, in these conclusions they are now being critiqued against the sectoral context of this study, their potential impact on resilience behaviours, and the

potential adaptability of each framework before choosing which one to focus on for comparison with the findings of the research.

Coping Dimensions: When considering the coping dimensions and the behaviours of high-flyers who did not burn out, there was much resonance with the findings from Third Sector studies in the importance of sharing and peer support, the need for proactivity in an ever-changing world and the level of hope and need for vision in the sector. The simplicity of this framework and the "story-gathering" approach of the authors would lend itself well to adaptation to the sector where leaders have little time to reflect and engage with studies out-with the day job.

Sustainable Leadership Hallmarks: This work considers both the psychological and physiological health of the leader and is an approach that is built around leaders exercising a duty of care for their own sustainability. It looks at the sociological level of playing a responsible part in the broader community and a sense of personal purpose. These elements sit well with the ethos of Third Sector leaders. The practical suggestion from the research and the approach that their work underpins the development of leaders are also useful factors. The exploration of movement from current paradigm to sustainable leadership is a useful concept.

Pyramid: The 23 "honeybee" practices have been developed as a guide for intervention and lead towards performance outcomes that the research shows contribute to sustainability. Although a well-respected and researched framework, the premise of the work is around enhancing (organisational) business resilience and is less focussed on the resilience of the individual themselves.

Burnout Inventory: The Burnout Inventory is a tried and tested conceptual framework which has been used in a range of settings and sectors. One approach would be to explore whether MBI could be used in the Third Sector as a basis for assessing the current risk of burnout in its leaders, explore behaviours of those farthest from burnout and build on previous work from the other frameworks to develop a sector specific option which offers suggestion for coping and mitigation mechanisms and ways to build and develop resilience in the sectors leaders. As a tool to assess the current rate of burnout in the Third Sector, it would be incredibly useful but further research would

have to be done to assess its applicability in the Third Sector and whether further sectoral adaptation would have to be taken into account before it could be considered.

2.5.1 Conclusion

There is learning and potential for adaptation in all the above frameworks but only one can be chosen for this study.

The fact that there is little existing research on the topic of leadership resilience, and even less about this within the Third Sector, means it is essential to begin by hearing directly from leaders about their experiences and feelings about resilience, what helps build it and what reduces it, as well as considering the context and environment in which they work. Numerous external, environmental, organisational and personal factors may influence resilience in a leader; thus, in order for this research to be effective, the researcher must acknowledge that there is more than one truth, and that social phenomena are not only produced through social interaction but are in a constant state of revision (Alan Bryman & Bell, 2011). It will be necessary to allow themes and conclusions to emerge from the data without pre-existing assumptions; this means that social constructivism is the most appropriate ontological approach. Thus interpretivism will be the epistemological position as it is predicated on a view that a strategy is required that respects the differences between people and the objects of the natural sciences and therefore requires the social scientist to grasp the subjective meaning of the social action (Sreejesh et al., 2014).

This research will not predict and explain the behaviours of resilient leadership but will aim to understand the behaviours that influence and improve it, consider current theories and frameworks, and potentially develop new thinking and frameworks and contribute to knowledge as well as practice, thus having a potentially managerialist outcome.

In conclusion, this study will focus on **Casserley & Megginson (2008)** and their work on Coping Dimensions. It will explore the research questions through this conceptual framework and consider whether the behaviours that were exhibited by high-flyers who burnout do not are similar, or indeed different, from those of Third Sector leaders. As detailed in the previous section, this framework seems to align with the ethos of the

Third Sector and has a simplicity of format which suits the aim of a managerialist outcome and the potential for adaptation most closely.

2.6 Research Questions

The research questions that have arisen from this literature review are:

- What do Third Sector leaders identify as resilience?

- What leadership behaviours impact on resilience?

- What insights and recommendations may improve resilience for Third Sector leaders?

The work in this review has led to further consideration on the approach to be taken as the research methodology is developed. The approach chosen for the pilot study will be:

- An invitation to take part in the study is sent to a subset of the target audience

- A cross section of around 3 participants will be invited to be take part in the pilot study

- Semi-structured interviews will be held to explore the behaviours that impact on resilience

2.7 Summary

This chapter has reviewed the literature against the research aim and has concluded with a chosen conceptual framework to be examined for its potential for use or adaptation in the Third Sector. It has identified the research questions which need to be asked to ascertain whether it would indeed be relevant. The framework for the pilot study has been identified and the next chapter will now consider the approach and the methodology to be used going forward.

Chapter 3: Methodology

3.1 Introduction

This chapter describes the theoretical underpinning for the research design and the rationale behind the methods used to carry out the research and develop this thesis. The aim of this chapter is to explain the research approach used and the reasoning for the methods applied. It will provide justification for the approaches considered and chosen. The chapter is presented in several sections. First considering the ontology, epistemology, and axiology of the researcher before considering the theoretical framework. The chapter will then consider the approach chosen and the limitations of alternative approaches and then move to evaluate the impact of the chosen method. Ethics are then considered, and a critical reflection of the approach is developed. Finally, learnings from the pilot study are considered and the learnings incorporated.

3.2 Consideration of Approaches

The benefits and limitations of research philosophies are now explored, and a chosen philosophy is considered and justified.

3.2.1 Ontology

Ontology is described, as the science of study or being, and both the objectivist and constructivist approaches were considered (Blaikie & Priest, 2019). Objectivism is based on the premise that there is one truth, and that social entities exist external to social actors concerned with their existence. It asserts that true knowledge must rest upon a set of firm, unquestionable and indisputable truths from which our beliefs may be logically deduced, thus retaining the true value of the foundational premises from which they follow (Saunders et al., 2015; Hughes & Sharrock, 2007). In the case of this study, the concept of a single "truth" is arguably unattainable as the level of resilience felt by leaders is individual to them and to many other factors in their life and in their work.

By contrast, constructivism asserts that social phenomena and their meanings are continually being accomplished by social actors (Alan Bryman & Bell, 2011). It recognises that absolute truth does not exist, and that research is affected by external sources, and that there is more than one truth. For this study, which considers resilient leadership behaviours, contributing environmental factors, and the interplay between them that make leaders more or less resilient, constructivism is the most appropriate choice.

3.2.2   Epistemology

When considering the philosophical inquiry into the nature of knowledge (Alcoff, 2000), positivism, critical realism, and interpretivism were all considered.

Positivism uses scientific methods, most commonly experiments, to explore how to reduce science to facts (Whewell, 1866). It is exemplified by the desire to achieve a clear answer, which must be factually grounded and is mostly based on observation alone. Positivists accept an empiricist account of natural sciences and assert that once knowledge is established it can be used to control behaviours (social engineering). In the case of this study, the researcher is analysing the subjective feelings and perceptions of participants. Only by interacting with leaders and hearing, recording, and analysing their stories and experiences will the researcher begin to understand the complexities of the subject and the interactions at play that lead to how feelings about levels of resilience are developed and shown in the workplace through the behaviours they exhibit.

A critical realist approach asserts that experience may shift, and that change is dependent on both structure and agency (Sayer, 2010). It straddles both the positivist and interpretivist paradigms, sharing a foundationalist ontology with positivism but allowing for interpretation in research (Grix, 2019). It seeks not only to understand, but also to explain, the social world. It takes into account the need to look beyond the empirical facts of an issue. Critical realism acknowledges that causal links are not always observable as a means of providing a fuller explanation of an event or relationship. It is compatible with a wide range of research methods and suggests that the choice of which method to employ should depend on the object of study and what we want to learn about it.

This approach was considered closely but was rejected on the basis that on the scale between positivist and interpretivist paradigms, it is clear that the study sits more closely to the interpretivist end of the spectrum. There is no proven body of work or hypothesis to challenge, and this research is not a theoretical piece with little consideration of practical implications. The aim is to have outputs which will improve and support practice. Although many of the elements of critical realism would sit well with this research, it was concluded that a more interpretative, constructivist approach would be better suited to this research.

The constructivist approach is common in the social sciences and allows for the study of self-consciousness in humans and the interpretation of the meanings that people give to their actions. It is exemplified by the use of qualitative methods. "We are all constructivists if we believe that the mind is active in the construction of knowledge" (Schwandt, 2000, p.189). The constructivist approach was deemed most appropriate as it is an approach where individuals continually construct and negotiate meaning to make sense of experiences. It is suited to a diverse range of research methodologies, for example action research, grounded theory, and ethnology. It also lends itself to a variety of methods, including observations, interviews, and narratives. Constructivism is an approach that underpins previous studies in leadership (Fairhurst & Grant, 2010; Grandy & Sliwa, 2017).

Social constructivism was chosen rather than constructivism as constructivists believe knowledge and reality are constructed within individuals. In contrast, social constructivists believe knowledge and reality are constructed through discourse or conversation. Constructivists focus on what is happening within the minds or brains of individuals, whereas social constructivists focus on what is happening between people as they join together to create realities. In the case of resilient leadership, this research explores the importance of peer support (the interaction between leaders) on resilience within the context of the sector the leaders are working within (the joining together of leaders within a common cause). Thus, this research is more suited to a social constructivist approach. In coming to this conclusion on the overall research philosophy, approaches were considered by weighing up the options against the subject matter and aims of the study, but it was also important to consider the axiology of the researcher.

From the perspective of the researcher (as a longstanding Third Sector Chief Officer) and the interpretive axiology behind the approach to the study, there is an understanding of the complexity of the subject and the intermix of social action, interaction, and actors. Previous research has been "in the field" and from an "action research" basis so this position fits within the norm for the sector and is familiar to both the researcher and the participants of the research. The researcher aims to understand the world rather than trying to explain or predict it. What is valued in this research is the learning that comes from that understanding and the opportunity to share that learning and positively

contribute to future practice. The choice of philosophy means that alternative methods such as data gathering and experiments will not be appropriate although as part of the literature review, other previous research studies in similar areas will be explored.

The impact of this method will be the production of outputs based around the realities of a number of leaders with their own interpretation of what resilience is to them. Each participant will have individual views on how resilience affects them, what measures might help mitigate the potential for burnout and what motivations and subsequent behaviours would contribute to feeling resilient and ready to lead their organisations to success.

The Academy of Management Journal included a discussion on what makes research interesting (Bartunek et al., 2006) and found that although journals could be seen as "technically highly competent" they did not necessarily engage the reader or challenge commonly held assumptions. Barley, (2006) argues that qualitative research has greater potential to produce interesting papers. As the approach chosen for this research has led to qualitative methods being used, the results may therefore be more "interesting" to readers, and thus more accessible to the sector. Any learnings can thus be of benefit to the wider sector as well as to the individual leaders taking part in the study and those learning from the results.

Secondary data will be considered where relevant. A huge amount of sectoral research has been done on the current environment and the impact of Covid-19 on the resilience of both the sector and its leaders (Ecclesiastical, 2020; SCVO, 2020b). The contemporary nature of this evolving literature could add additional insights and understanding to the research which should not be ignored.

3.2.3   Axiology

The values of the researcher play a role at all stages of the research (Biddle & Schafft, 2015). The researcher has had a strong focus on working with leaders of charities through being Chief Officer of the leadership support body in the Third Sector in Scotland. This personal experience in the sector may lead to both conscious and unconscious bias in the researcher. Recognition of this is imperative and scrutiny from the supervisors will mitigate and challenge any potential bias and assumptions and ensure rigour in data analysis.

There is an expectation that social researchers who apply qualitative methods should acknowledge their personal positioning and its influence on research (Darwin Holmes, 2020; Dean et al., 2018).   The nature of qualitative research means that the personal values of the researcher can influence the way data is analysed and conclusions are drawn (Dean et al., 2018). Furthermore, Bell, Bryman & Harley (2019) suggest that researchers using a qualitative research strategy may develop an affinity with the respondents, especially if using participant observation and interviews. As a social researcher who is utilising qualitative methods, acknowledging a personal position is imperative due to the subjective nature of the research. Brown (2010) observes that *'a different researcher, or the same researcher in a different frame of mind, might write a different report from the same data'.* The identities of both the researcher and participants could have an impact on the research process (Bourke, 2014).

The researcher has experience as both a Chief Officer and trustee and has worked in the charity sector for over 20 years. The researcher therefore has a high degree of identification with the interview participants. During interviews, the experience of working in the sector was discussed. This positioned the researcher as an 'insider' which was useful in creating empathy and understanding. It also allowed the researcher to probe deeper due to an understanding of the context that the interviewees came from. This understanding of the interviewees shaped the interview process and as such the researcher became a co-constructor. Morrow (2005) claims that *"interpretivists/constructivists… are more likely to embrace the positioning of the researcher as co-constructor of meaning, as integral to the interpretation of the data"* *(2005, p.254).*

3.2.4   Conclusion

The fact that there is little existing research on the topic of leadership resilience, and even less within the Third Sector, means it is essential to begin by hearing directly from leaders about their experiences. The research explores leaders' feelings about resilience, what helps build it and what reduces it, as well as considering the context and environment in which they work. Numerous external, environmental, organisational, and personal factors may influence resilience in a leader; thus, for this research to be effective, the researcher must acknowledge that there is more than one truth, and that

social phenomena are not only produced through social interaction but are in a constant state of revision (Alan Bryman & Bell, 2011). It is necessary to allow themes and conclusions to emerge from the data without pre-existing assumptions; this means that social constructivism is the most appropriate ontological approach.

Interpretivism is the epistemological position as it is predicated on a view that a strategy is required that respects the differences between people and the objects of the natural sciences and therefore requires the social scientist to grasp the subjective meaning of the social action (Bryman & Bell, 2015). This research considers what leaders understand as resilience and what the perceived behaviours are that contribute to resilient leadership. It explores current theories and frameworks and potentially develop new thinking and reconceptualisation of these frameworks and contribute to knowledge as well as practice, thus having a potentially managerialist outcome.

3.3   Methods

When considering the most appropriate philosophy for this research, it was also pertinent to consider the impact this philosophy would have on the methods used.

A methodology is essentially the "theory of the method, including its epistemological and ontological assumptions" (Jamal & Hollinshead, 2001); thus, the research philosophy of social constructivism, and the subject matter of resilient leadership, both play a role in determining the most appropriate methods, and impacts the findings and outcome of the research.

In this study, qualitative methods are used, namely semi-structured interviews. This method is most appropriate for this study as it allows investigation into the many perceived truths brought up by participants, and the social interaction of those truths. The leaders have a "common cause" in their roles as Third Sector leaders and through the chosen methods this study explores both the individual traits and behaviours involved as well as the importance of peer support. The interviews give the researcher access to individual experiences and enable discussions on the behaviours which may reduce or enhance resilience. Without using this method, it would not be possible to study the nuances and complexities of these issues.

Surveys would have had a benefit of anonymity, but the subjectivity of the study area and the importance of depth of knowledge and understanding rather than broader generalisation means that interviews are better suited (Sreejesh et al., 2014). A common challenge with interviews is that findings are dependent on the researcher's interpretation (Kvale, 2007), so care is taken in recording and transcribing the data to be analysed. The chosen approach allows the researcher to explore and identify what leaders themselves consider to be the key challenges to their resilience, and what they think would most help them to address these issues. It looks at what helps to build their resilience and what diminishes it. The focus on perceived behaviours enables an exploration of the elements that are in their own control as opposed to external factors or characteristics which could be seen as fixed.

Consideration was initially given to identifying a set of questions to explore resilience behaviours, using these to develop a survey for leaders, then conducting in-depth interviews with a sample of leaders. However, after further consideration and feedback this was discarded as it is more relevant to start with what the leaders themselves see as the questions to be answered, not those from the researcher's previous experience in the field.

Consideration was given to holding a focus group to consider the initial findings (Gibbs, 1997). This was rejected in favour of focussing on the interviews as a credible way to explore the area of study which did not necessitate an additional layer of scrutiny which in turn may dilute rather than deepen the understanding (Harvey-Jordan & Long, 2001).

The chosen approach of semi-structured interviews allows the researcher to explore and identify what leaders themselves consider to be the key challenges to their resilience, what behaviours they think may influence and improve resilience, and what they think would most help them address these issues. It looks at what keeps them well, thriving, and able to cope with the changing pressures; what helps build their resilience and what role peer support may play in this. A pilot study tested out this approach and only minor amendments were made which included honing the questions and having relevant follow up questions ready if any area needed further probing or encouragement.

The Third Sector and its leaders are diverse, so it is therefore valuable to involve a representative cross section of leaders in the study. Factors which were considered

when trying to ensure this included gender, race, age, career stage, organisation size, geographical location, and thematic area of work. After considering these issues, a purposive approach was chosen with the bounding of the study being to interview leaders of organisations with a turnover of over £500k and of those registered as charities. It could be argued that smaller or local community organisations may have different challenges and would be better served to be explored separately in a further study. The decision to choose organisations with this turnover threshold meant they were all managing a sizable budget and a reasonable number of staff (rather than volunteers), which meant that they could be thought of as leaders of organisations regardless of sector – thus the findings could be seen as more transferrable.

The number of interviews needed was then considered. Guest et al., (2006) found that saturation occurred from around 12 interviews, so around 20 was chosen as a relevant number to ensure the desired results.

A call was made to leaders through ACOSVO (The Association of Chief Officers of Scottish Voluntary Organisations, and twenty-four interviews were arranged. Of these, only one pulled out (ill-health) and twenty-three were subsequently carried out. Saturation began to be reached after twenty interviews, but the further three scheduled interviews were held to confirm this position. The organisations represented by the leaders were from across the spectrum of disciplines, with 12 male and 11 female.

Interviews were conducted online through Microsoft Teams video calls and were recorded and transcribed through this platform. The interviews were conducted during July, August, and September 2021 when the restrictions of the pandemic were still in force and university guidelines recommended this approach. The analysis of the findings took three approaches. Whilst interviews were being recorded, notes were taken to pull out key points and emphasis. NVivo was used in a "light touch" manner as appropriate to the philosophy to tag narrative and identify themes. Thirdly, an analysis of both methods allowed a collation of findings which incorporated emphasis and narrative to give an in-depth understating of responses and to allow key themes to be drawn from the study. A final step to give a clearer picture was the use of virtual whiteboards and "notes" to give a pictorial representation including showing the quotes under each emerging theme.

Once the methods relevant to this approach are considered, it is then appropriate to consider the impact of these methods on the results and conclusions.

3.4   Impact of approach

The social constructivist approach chosen for this study means that the impact of the results and conclusions could be managerialist, could lead to a better understanding of what influences the resilience of leaders and could offer possible development of tools or frameworks which may help leaders consider their own resilience and how to build it.

The aims of this research are to explore behaviours which may influence and improve resilience for Third Sector leaders.

To achieve this, the objectives are to:

1. Critically review the literature on resilience in leaders
2. Explore what resilience means to Third Sector leaders
3. Critically examine leadership behaviours which impact on resilience
4. Develop insights and recommendations which may improve resilience for Third Sector leaders

Using this approach does not have the impact of finding a single truth or theory which has been proven. Instead, it gives an insight into how resilience in Third Sector leadership may be better understood and what behaviours may influence and improve resilience. This means that conclusions are not proven, they are interpretive and based on the interpretation of the researcher.

In "Learning from Burnout; Developing Sustainable Leaders and Avoiding Career Derailment", (Casserley & Megginson, 2009), the authors interviewed 100 leaders and used some of their stories as a way to explain the challenges and explore what worked and what did not in terms of resilience. This study uses learning from this approach to find results and conclusions which could improve practice in the sector.

The impact of the study could be felt immediately by those leaders who take part in the research as sharing their stories could be cathartic, the peer support of being part of a group who take part could reduce isolation and knowing the study will help other leaders in the sector could also have a positive impact on wellbeing (Salter, and Newkirk,

2019; Nurser, *et al.,* 2018). The longer-term impact from using this approach is through leaders learning from others through the findings of this research, and potentially help shape their thinking and help them consider their own methods for building resilience. This collective learning (Garavan & Mccarthy, 2008) could also help to build a more resilient leadership across the Third Sector.

Casserley & Critchley, (2010a) posited that performance derives from an integration of three core processes: reflection on action (learning through doing); psychological intelligence (having a clear sense of personal purpose and an awareness of personal assumptions and motivations) and physiological wellbeing (effective management of stress and sufficient selfcare). This study explores the latter but also consider the two former processes. In the same way that this work led to Casserley and Critchley developing recognised "hallmarks of sustainable leadership", it is hoped that this study and approach will lead to a greater understanding of resilience and the development of a framework or tools that aids practice and encourages further research and exploration in this area.

Now that methods have been considered, the ethical issues that may arise from this study should be examined.

3.5   Ethical Considerations

A common challenge with interviews is that findings are dependent on the researcher's interpretation (Kvale, 2007) so care will be taken in accurately recording and transcribing the data to be analysed.

When the research subject is one which the researcher is closely aligned with, there can be methodological and ethical challenges (Flodén, 2018) such as researcher bias based on the researcher's preconceptions and personal experiences. This challenge is mitigated through open communication and the semi-structure nature of the interviews as well as the detailed transcribing and analysis of data. The Researcher ensures they are introduced as a researcher, rather than any other role they may be known by.

To mitigate risk, informed consent was required at the outset. There was the option for the participant to request that their data be deleted, there was assured anonymity, and due to the nature of the subject, signposts to mental health support were provided.

The interviews were recorded on Microsoft Teams in accordance with the Universities ethics and GDPR requirements. An information sheet was given to all potential participants along with a consent form. Participation was voluntary and there were no incentives other than the opportunity to add to the learning in the sector.

The four parts of the ethical framework in the Menlo report (Dittrich & Kenneall, 2012) were taken into account to help identify potential ethical risks; Respect for Persons, Beneficence, Justice, and Respect for Law and Public Interest. All interactions were carried out with the greatest respect for the study participants and their role and standing as leaders. Beneficence concerns the balance between benefits and risks and the importance of doing more good than harm. The aim of this research is to explore behaviours which help build resilience for Third Sector leaders. Many leaders find the opportunity to discuss their approach to challenges cathartic (Casserley, 2008) and mitigations were taken into account to ensure that participants were supported to share their experiences in comfort and safety. These mitigations consisted of signposting a range of support options which could be accessed by participants if required. The interviewer also ensured the participants were put at ease by assurance of anonymity, a friendly approach, and a safe space for discussion. Justice refers to the idea that risks and benefits should be distributed fairly and as any findings and recommendations in the final study will be made widely available, this benefit should balance any risk to taking part. Respect for law and public interest means that researchers should not do anything illegal and should be transparent and accountable for all their actions during the research process.

Care was taken to ensure the information given to participants about the research was clear and transparent, both concerning the research study and on the role of the researcher. The research was approved by Edinburgh Napier University Ethics Committee and abides by the Code of Practice on Research Integrity.

3.6   Critical Reflection

The golden thread, or underpinning ethos which runs through this research is detailed in this section and comes from a balance of the researcher's natural stance aligned with the approach most suited to both this type of study and the sector it is set in.

As detailed previously, interpretivism is the epistemological position, taking the view that a research strategy should respects the differences between people and the objects of the natural sciences to grasp the subjective meaning of the social action (Alan Bryman & Bell, 2011). This research will not predict and explain the characteristics of resilient leadership but will aim to understand the behaviours that contribute to it. It will consider current theories and frameworks and potentially develop new thinking and a reconceptualised framework to contribute to knowledge as well as practice.

With the above context considered, and the purpose of the research identified:

- The ontological position will be constructivist / subjective (Alan Bryman & Bell, 2011)
- The epistemological position will be interpretivist (Denzin & Lincoln, 2011)
- The research approach / design will be qualitative (Blaikie & Priest, 2019)
- The method will be semi-structured interviews (Blaikie & Priest, 2019; Denzin & Lincoln, 2011; Kvale, 2007)
- The analysis will be themed using an emergent approach

The theoretical underpinning of this research is through the lens of resilience, defined as "a construct connoting the maintenance of positive adaptation by individuals despite experiences of significant adversity" (Luthar et al., 2000). The wider leadership perspective narrows down through organisations, to individual leaders, to those in the Third Sector and their perceptions on resilience.

Gioia et al., (2013) considered that informed theory building, and theory testing were both necessary for organizational study to generate work that has originality, utility, and prescience. This study considers the coping dimensions as a conceptual framework to be explored but will acknowledge that advances in knowledge that are too strongly rooted in what we already know delimit what we can know. This means that caution should be taken to ensure that the possible emergence of new theories is not suppressed.

The research is also considered through a lens of:

- Assemblage Theory (Deleuze & Guattari, 1980), which asserts that, within a body, the relationships of component parts are not stable and fixed; rather, they

can be displaced and replaced within and among other bodies, thus approaching systems through relations of exteriority.

- The Human Learning Systems approach (Terry et al., 2021) starts with the belief that public service exists to create the conditions which enable each person to create good outcomes.

In his work on relational agency, Burkitt, (2018) considered that humans always exist as part of relationships and that interacting within these relationships influence their identities to some extent.

It is therefore essential to begin by hearing directly from leaders about their experiences and feelings about resilience and what influence and improves it, as well as considering the context and environment in which they work. Numerous external, environmental, organisational and personal factors and behaviours may influence resilience in a leader; thus, in order for this research to be effective, the researcher must acknowledge that there is more than one truth, and that social phenomena are not only produced through social interaction but are in a constant state of revision (Alan Bryman & Bell, 2011). It is necessary to allow themes and conclusions to emerge from the data without pre-existing assumptions; this makes social constructivism the most appropriate ontological approach.

It was initially thought that this research could have an emancipatory outcome, as the wellbeing of leaders is not normally a "voice" that is heard when the focus is generally on the wellbeing of beneficiaries or employees. After further consideration, the aim is to have a managerialist outcome as the study will consider organizational behaviour and theory from the exclusive point of view of managers or leaders (Alvesson & Willmott, 1997). The research aims to have an outcome that may improve leader's resilience.

The approach and methods were tested initially through a pilot study which involved interviewing three experienced sector leaders from the same scope as the main research study would take.

One of the first considerations was around the importance of being "a researcher". As many of the research participants may know the researcher from a different role (that of a Third Sector leader), it was critical that there was clarity about the role of the

researcher and the objective nature of the interviews and questions. As it was the pilot study, the three interviewees were known to the researcher and were experienced, trusted leaders. Thus, their reflections on the interview questions were essential. One reflected that they were aware that they wanted to give the answers that they presumed may be the ones expected as they wanted to be helpful. By probing further into why questions were answered in particular ways, this became apparent and was mitigated against by continuing to probe, ask for examples and gain clarity of their thinking. The final study participants are from a more general pool of around 600 leaders and are not generally be known by the researcher so this issue will be mitigated against.

After transcription, the data was analysed by "tagging key themes" and the initial plan was to use Nvivo to analyse responses. Once data was gathered, an emergent analysis was used to pull out the key themes and findings. Using an emergent design for the research means that data collection and analysis evolves during the research to reflect the learning from the study over its course (Given, 2008). The reality was that it took some time to consider the best way to transcribe, and that an initial manual analysis was most helpful for the pilot study at this time to gain a deeper understanding of the process and to get as close as possible to the subject matter. Nvivo was used once the main study was underway, but a more robust underpinning of the understanding and ways to utilise the programme was explored further before the main study commenced. This approach of learning and developing from manual to using software helped to get closer to the data and get a better understanding of how the software analysis speeds the process of but builds on and gains a clearer understanding of the themes, threads, and responses in a timelier manner. The four stages of analysis are summarised as:

- Note taking at interview to pull out key points and emphasis
- NVIVO used to tag narrative and identify themes
- Both methods were then brought together to collate findings
- A further step used whiteboards to give a pictorial representation

The research questions that were developed from the initial exploration of literature were:

- What do Third Sector leaders identify as resilience?
- What leadership behaviours impact on resilience?
- What insights and recommendations may improve resilience for Third Sector leaders?

These were developed into the questions asked of interviewees:

- Can you tell me what resilience means for you in your role as a Third Sector leader?
- Can you tell me a bit about what behaviours you think might have an impact on resilience?
- What do you think improves your resilience and your ability to bounce back after a setback?
- What do you think might help sector leaders more generally in sustaining their resilience?
- What advice would you give to a new leader starting in their role

Thought was given to the tagging of themes as they emerge and to how a perceived "behaviour" is defined. Some of the answers were more focused on mindsets which had not previously been a consideration. This link was identified as an area to be explored further as a possible interesting development of the initial concept. The lens of assemblage theory and complexity theory meant that the impact of the environment and the behaviours that are exhibited in it could be relevant factors for consideration.

The data was analysed through an iterative process. From this process common themes emerged. The early findings reflected some of the key ideas and concerns that were made by participants. This research was based on the experiences and perceptions of participants; it also drew on published research. The data collected and research referenced were, in turn, interpreted by the researcher. As is the case in qualitative research that explores people's experiences and perceptions, this research does not claim to present "an objective reality" or to claim that there is one truth.

3.7 Pilot Study Learning

The pilot process involved three leaders being invited for interview from the same scope as the main research study. It was a purposive sample bounded by:

- Leaders of registered charities in Scotland
- Organisations with an annual turnover more than £500k, as smaller organisations may not have paid staff and may therefore face different challenges.

The interviews were semi-structured, and the objectives identified previously were explored through more detailed interview questions.

Although Face-to-face interviewing is commonly used in qualitative data collection (Gray et al., 2020; Oliffe et al., 2021), a further consideration was that interviews were conducted at a time when the regulations and restrictions of the Covid 19 pandemic had to be observed. Interviews were thus carried out online using Microsoft Teams, which although still face-to-face, they were not physically in person.

There can be many advantages of using digital technologies including convenience, low-costs, reducing the need for travel, reducing the likelihood of cancellation due to weather conditions, and the ability to attract participants from a wider geographical spread (Archibald et al., 2019; Davis et al., 2004; Gray et al., 2020). As this had become "normal business practice", during the pandemic, developing and maintaining rapport was not difficult. The participants were familiar with Teams and did not have any challenges with access. Mitigations were explained at the start of the interviews in case of loss of signal or interruptions. Deakin & Wakefield (2014) found that rapport could sometimes be created more quickly with video interviews than face-to-face and suggested that contact before the interview helped to build rapport. All the participants were members of ACOSVO, so had previous contact with the Researcher or the organisation as well as contact by email before the interview. Most of the Chief Officers who participated were in their own home. This appeared to reduce the formality and increase the sense of confidentiality as no-one could overhear the conversation. All interviews were scheduled for an hour, and they were concluded within that time frame, therefore any interruptions did not make any difference to the length of time an interview took. A further key advantage of using digital technology is the ability to

record and transcribe the interview. All participants were asked for permission to record in the initial consent form and were asked again at the start of the interview, all agreed. The transcription of the interview was visible for both the researcher and participant to view during the interview. Overall, despite occasional minor interruptions, the use of digital technologies did not diminish the research process.

Although the broad questions were well aligned to the research objectives, more thought was then taken on having a "suite" of follow-up questions to help guide the semi-structured nature of the interviews. Thought was given to the tagging of themes as they emerged and to how a "behaviour" is defined. Some of the answers were identified more around mindsets or factors which had not previously been a consideration. This link was explored further, and it was thought could be an exciting and interesting development of the initial concept. The initial consideration that the lens of assemblage theory and complexity theory meant that the impact of the environment the behaviours were exhibited in could be an important factor to be considered was borne out. Semi-structured interviews were found to be the correct approach and appropriate to the interpretive stance of the researcher.

Behaviours detailed by interviewees which impacted on resilience were initially varied but did start to coalesce into themes. A strong early theme was identification of peer support networks positively impacting resilience. There was also a wider theme of "proactive resilience", or prevention, with identification of which behaviours enabled participants to "bounce back" from setback when they occurred.

There was an acknowledgement that more work is needed to group the behaviours into themes when the wider dataset from the main study is considered. The use of an analytical programme will aid this process. The risk of burnout and the importance of resilience was well understood in the sector as all interviewed could identify with the questions being asked and the reason for the study. When considered against the framework chosen for comparison, it was found to be appropriate for comparison and possible adaption for Third Sector leaders. Once further consideration was given to emerging themes, a comparison could be made both of coping dimensions and aligning behaviours. Many of the coping dimensions and behaviours

were similar to those emerging in the pilot study and the managerialist nature of the framework aligns with the golden thread of the research.

3.8   Positionality

Finally, consideration was given to the kind of research being carried out and the researcher's own stance and role within the sector. The Emic nature of the research, from within the social group (as a current Third Sector leader) and the etic nature of the approach as a researcher was carefully considered. It is understood that care should be taken for any impact this may have on the perceptions of the response from interviewees and the objectiveness of the research. This again leads back to the social constructivist approach of this study and the managerialist output that it is hoped will be achieved.

Consideration was also given as to whether the process of being part of this study may help leaders by allowing them to be heard, and by raising their awareness of the importance of resilience.

In summary, although there were many areas identified within the pilot study where improvements to processes could be made, the general premise and direction gave a strong underpinning to the research, and the golden thread of philosophical approach and methods did align throughout the planned research.

3.9   Summary

This chapter has considered and chosen the relevant methodology for the type of study and to suit the approach of the researcher and the field of study. The approach has been tested through a pilot study and learning was taken on board before moving to the main study. The next section will now move to the findings of the study once the interviews were carried out and analysed.

Chapter 4: Findings

4.1   Introduction

This chapter will consider the data collected and the observations and findings that can be drawn from this data. The key themes that emerge will be mapped against the objectives of the study and the research questions asked.

The objectives of this research:

1. Critically review the literature on resilience in leaders
2. Explore what resilience means to Third Sector leaders
3. Critically examine leadership behaviours which impact on resilience
4. Develop insights and recommendations which may improve resilience for Third Sector leaders

Thus, the questions asked were:

- Can you tell me what resilience means for you in your role as a Third Sector leader?
- Can you tell me what behaviours you think might have an impact on resilience?
- What do you think improves your resilience and your ability to bounce back after a setback?
- What do you think might help sector leaders more generally in sustaining their resilience?
- What advice would you give to a new leader on their resilience / what would you have done differently with hindsight?

The questions incorporated the consideration that there may be a difference in participants' viewpoints on their own personal resilience, and their view is on what other leaders or the sector in general needs in terms of their resilience and behaviours. As the 23 leaders interviewed were all successful and experienced leaders in their field, it was valuable to explore both aspects.

Interview participants are detailed below in Table 4.1 to show the spread of areas of work covered and gender of participants. The aim was to have a wide contingent of leaders across the defined boundaries of the studies. These were detailed previously as:

Registered charities operating in Scotland, with a turnover of over £500K and the leaders being the most senior person in the organisation. The anonymity of participants is ensured by only unidentifiable information being shared.

Table 4.1: Participant detail

Participant	Gender	Area of work
1	M	Health and environment
2	F	Women's sector
3	M	Youth work
4	F	Young children
5	M	Counselling
6	M	Volunteering and health
7	M	Physical health
8	F	Care and support services
9	F	Animal welfare
10	M	Young people
11	M	Family support
12	M	Regeneration / Environment
13	M	Palliative care
14	M	Environment
15	F	Disability / Learning
16	F	Wildlife
17	F	Support needs
18	F	Children
19	F	Community venue
20	F	Environment and health
21	M	Infrastructure support
22	M	Disability
22	M	Disability
23	F	Cancelled due to ill health

4.2   Research Findings

Taking each question in turn, the interview responses were analysed as detailed in the methodology section and the following findings were identified. In line with the interpretive approach of the researcher and thus the nature of the interviews, quotes were identified from interviews which relate to each theme below. A sample section has been shown in the narrative, but all quotes considered have been detailed in Appendix 1.

4.2.1   Understanding of Resilience

Question 1: Can you tell me what resilience means for you in your role as a Third Sector leader?

The first question explored how sector leaders understood resilience. It could be argued that the question did not necessarily ask for the participants to explain their understanding more widely, but what resilience meant to them in their role as a leader. This was a decision made from the perspective that the research was not looking for which of the commonly used understandings or definitions of resilience participants could identify, but what resilience really meant for them in practical terms. This aligned to the interpretivist approach of the research and meant that a greater depth of consideration was given to the question.

The 23 themes identified in relation to this question are shown in bold throughout the narrative below, and further categorised and detailed under the 6 headings of Personal Resilience and 3 headings of Resilience Factors

4.2.2   Understanding Personal Resilience

Table 4 summarises the personal resilience themes which came through as ways in which participants understood resilience, before being discussed in more detail and evidenced through quotes.

The themes of **Holistic**, **Networks** and **Teams** were raised frequently through the interviews. The discussions considered the balance between personal, organisational, and sectoral resilience, and within this, where support can be found. This included

sourcing support both internally within the organisation and externally in the sector or from the wider professional world. The personal understanding themes included:

- Holistic/Networks/Teams
- Human/Values/Trust/Impact/Kindness
- Evolving/Moving forward/Adaptability
- Selfcare
- Energy/Limitations/Knowing yourself
- Not taking things personally

One explanation detailed in the quote below from participant 13 considered "two pots" of resilience and theorised that whilst both the work pot and the home pot could be drawn on at different times, resilience was challenged when both pots were low. The discussion went on to consider that compartmentalising challenges could be helpful to resilience. This quote is a good example of how this was ascertained.

"You know the work comes first I think, and I think the personal bit is second and I think we probably have, you know, two pots of resilience. As leaders, we've got an organisational work part and we've got a home part and I think we draw on them in different ways in different times and It's not always clean cut, but I think you know it's perfectly possible to be very resilient to work and challenged at home and vice a versa, so I think people are able to compartmentalise more than we give them credit for".
(PARTICIPANT 13)

There was consideration that "people stuff" could be a big drain on resilience but could also be a big part of adding to resilience. Some discussed "organisational resilience" and "personal resilience" and the interaction between the two. This was further broken down with examples of areas of work where participants felt they could be very resilient in some and less so in others. The following quotes are examples of how the management of people can have an impact on resilience.

"Some of it will be more pressure than others, so you might be more resilient in the funding thing, 'cause you're hugely optimistic. And where are the people? They deplete, your resources more, so I think there's a resilience within different factors" (PARTICIPANT 20)

"Think it's about resilience on all the different fronts that you need to understand because as a Third Sector leader. A lot of people stuff you know in that that can be hugely, you know building or depleting of your resilience" (PARTICIPANT 20)

There were discussions on how resilience meant bringing your team with you, having the right people around you, and having the right networks to support you. The quotes below pull out both of those aspects of teams and networks.

"……can sustain yourself in your role even though the role is changing, and the world seems to be falling away from under your feet that you can stay grounded in some way and focus on the role part of that. Resilience has to be bringing your teams with you" (PARTICIPANT 18)

"I think for me it's about having the right people. The right networks around me to draw on" (PARTICIPANT 16)

These next themes of **Human**, **Values**, **Trust**, **Impact** and **Kindness**, come together under the human aspects of leadership and resilience. The leader's values, the importance of trust, the impact they (or their organisation through their leadership) hopes to have, and the kindness they can show and be shown in their role all impact on their resilience. Participants found value in acknowledging that the leadership role is difficult but that it can be done with integrity, built around personal ethics, and take the character of the leaders into account.

The quotes detailed in this section evidence the elements of this theme.

"I think that that doesn't mean, as I say, not showing that there's a human side to it and not going, oh my God, this is really difficult" (PARTICIPANT 9)

"So, at one level it's just about learning and preparedness. Another level is about all the stuff around personal ethics, integrity, character" (PARTICIPANT 10)

"It's all about impact and showing impact and being the… you know the words I come to this a lot of people that talk the talk but walking the walk as well so it's doing the difficult things you know" (PARTICIPANT 11)

Leading in a way that is caring, being able to bring emotions into the situation was also thought to be key to resilience. Resilience was defined by some as sustainability, both in

their personal sustainability as a leader and also of their organisation, in that the leaders is only as good as they deliver. Impact was included in this theme in the sense of, "walking the talk", and modelling organisational and personal values both internally and externally. This related back to participants' understanding of the holistic and human aspect of resilience behaviours.

"It's being that you know, caring about what you do and who you are, so you don't just take arbitrary decision. Based on lack of emotion so you know it's bringing your whole self to. It's known that you are part of the system as well as part of the solution and part of the problem. So, and in part of that, resilience is about sustainability because you're only as good as how you deliver. The values that I believe need to be modelled for not only internally but externally, so it's a values driven thing is resilience I believe" *(PARTICIPANT 11)*

Some felt that trust, both in oneself and in others was crucial to resilience. Love, compassion, and kindness, to self and others, were also mentioned as key behaviours. One participant highlighted that resilience should not be worn "as a badge of honour" in a way that it is expected of leaders to get to that burnt out state that they must then bounce back from. Examples from the discussions include:

"Personal resilience that is a by having a trust in yourself and your ability to trust others" *(PARTICIPANT 4)*

"……about love and about values and appreciation. I am uncomfortable when resilience is worn as a badge of honour by people and almost this suggests, look how tough I am and resilient" *(PARTICIPANT 4)*

"I think the most important word I associate with resilience, and it sharpened in the last 18 months, is compassion and kindness and those two words and I think I, uh, resilient leader, I understand the need to be compassionate and to and be kind and see kindness, kindness to themselves and seeking it, but also acknowledge kindness from others". *(PARTICIPANT 22)*

From the themes of **Evolving**, **Moving Forward** and **Adaptability**, the ability to respond flexibly to change and keep moving forward came through as ways to explain or understand resilience. There was an understanding of the need to keep up with changes

and trends as they happen and if things are not working, of being bold enough to change course. The quotes below underpin these findings:

"It's about continually evolving continually keeping up with the trends of the changes that are happening around you" (PARTICIPANT 10)

"It's about moulding and bending yourself as a leader around a problem" (PARTICIPANT 09)

"I would say to keep moving forward" (PARTICIPANT 19)

"I'm not able to do those things. That means I'm not coping. Change course" (PARTICIPANT 21)

"And resilience and then feeling good about your resilience as a leader is being able to perform at your best. When you feel that your worst" (PARTICIPANT 7)

The term **Self-care** was brought up when addressing the question of how to define resilience. The responses focussed on the challenge of looking after oneself when the focus is generally on being a leader, getting the job done and looking after staff and beneficiaries. The leader quoted below felt that practicing selfcare meant they could improve their resilience.

"So, resilience for me now means self-care and I'm getting better at that" (PARTICIPANT 8)

Keeping track and managing one's **Energy** levels and being aware of when **Limitations** are close to being reached came out in several of the interviews as detailed in the following quotes. Being able conserve energy for the end of the day to maintain a good quality of life and cope with tasks outside of work were highlighted as ways of understanding resilience. The importance of **knowing yourself** and what worked for you as a leader underpinned this thinking around resilience.

"… I think it's really important to know what your limitations are" (PARTICIPANT 8)

"It's about having the energy at the end of the day to still have a good quality life outside of the organisation" (PARTICIPANT 21)

"It is about the ability to cope, and about managing your energy so that you are coping and managing what needs to be done within the organisation in a way that you are managing your own integrity and your own health and wellbeing. So, for me being resilient means I am coping" (PARTICIPANT 2)

Another factor which came though on discussions on the leadership role in relation to understanding of resilience was **Not taking things personally**. This was generally characterised by accepting that some things occur out with the leader's responsibility, and that other's behaviours often say more about their own struggles than the action of their leader. (Reynolds et al., 2010). The following quote ascertains the importance of maintaining a level of positivity and being able to step back and try not take everything personally.

"it's about maintaining your positivity and being able to step back, and try not take everything personally I think" (PARTICIPANT 24)

4.2.3   Understanding Resilience Factors

Some of the responses given could be better described as resilience factors. These aspects were those that were not personal to their leadership role or how they understood resilience for themselves, but more general or organisational aspects of resilience which impacted on their personal resilience. The resilience factors of understanding can be summarised as:

- Information/Experience
- Control/Stabilizing/Addressing issues/Focus
- Bounce back

Having the right **Information** and sufficient **Experience** to draw on came to the fore. There was a clear understanding that previous experiences from all parts of life could be drawn on, but also that when facing unfamiliar challenges, it is vital to search out information and intelligence to inform confident decision making. These quotes show how information and experience came into the discussion.

"I suppose the wherewithal, the experience, and the skill set to kind of weather ……. I kind of find myself most often drawing upon all sorts of experiences, skill sets and network as kind of factors to support that" (PARTICIPANT 12)

"How you learn from different experiences highly that impacts on your behaviours and also on your state of mind. I think that's the most important thing is how do you feel you can go on? How you're able to deal with issues as they come up." (PARTICIPANT 24)

"For me it's assimilating a lot of information" (PARTICIPANT 14)

The themes of **Control**, **Stabilising**, **Addressing Issues** and **Focus** have been grouped together as ways in which some sort of order or control can be taken of a situation. Leaders talked about how they were able to absorb setbacks or unexpected changes and still move towards their goals with some deviation where needed. The discussions detailed how leaders must mould and bend themselves around a problem to find a solution. Some talked about the swanlike (Scamell, 2011) role of appearing steady when others are panicking, whilst some explained it as shielding others and the importance of feeling in control. Finally, some responses detailed below, spoke of staying focussed in spite of distractions, or not being undone, even when overwhelmed.

"I think resilience for me is about being able to kind of take the shocks in the system that you get and still being able to chart the course that you know you intended for the organisation, and so you might have to kind of deviate your course a little bit, but it's still about taking the organisation in the direction that you want to, and you have to" (PARTICIPANT 16)

"It's about moulding and bending yourself as a leader around a problem, so I always like to see a problem and work it. I don't like to hide from problems. I like to put them right in middle of the table and rip them apart and deal with them and address them head on" (PARTICIPANT 9)

"And if you can be kind to others and be useful in a feel like I'm using it now in this role, I can be steady and swanlike when others are panicking that, well, that's right that that's OK. That can come to a place, and that's why I'm hopefully I've been able to take their organization" (PARTICIPANT 15)

"I suppose power that shielding other people, but also, it's about me feeling like I'm, I suppose in control. I have controlled in of what I know I can do what I know I don't have control over. And I find that the resilience for me is about digging deeper into owning what I can control" (PARTICIPANT 9)

"To kind of stay focused when there's distractions all around" (PARTICIPANT 04)

"Resilience is not being undone and even when you are overwhelmed it feels important to contain" (PARTICIPANT 15)

Bounce Back: One of the most used definitions of resilience "to bounce back after a setback" was purposefully not mentioned by the interviewer in the questions but did come up occasionally in the responses. The reason it wasn't mentioned was so that the respondents were not led by a perceived "correct" definition by the researcher. One participant suggested that resilience could also be stepping into something without a setback, while another felt that their ability to cope with stress, change, or challenge and bounce back was what described resilience.

"But in spite of sometimes using the phrase bounces back from a setback, actually I think sometimes the resilience is about stepping into something without a setback" (PARTICIPANT 10)

"My ability, how I cope with stress or change or challenge and how I bounce back from those stresses …. perhaps describes resilience" (PARTICIPANT 3)

4.3 Resilience Behaviours

Question 2: Can you tell me a bit about what behaviours you think might have an impact on resilience
Question 3: What do you think improves your resilience and your ability to bounce back after a setback
Question 4: What do you think might help sector leaders more generally in sustaining their resilience?

The initial consideration was that responses to each of these questions should be considered separately. On reflection, as the interviews were semi-structured and the stance was interpretive, these three questions naturally flowed into one another and continued the discussion on behaviours. Some responses were given specifically in response to a question 3 and question 4 and these have been detailed under "personal" resilience and "general" resilience.

Consideration was also given to the fact that answers were not given on actual behaviours per se, but on perceived behaviours as identified by the interviewee. The research did not include any observations of behaviours, so it is important to clarify this point at this stage in the findings.

The first reflection was that very few participants went into specifying separate positive and negative behaviours, indeed, some behaviours could be said to help or hinder resilience depending on the situation and how they were exhibited. As an example, adaptability could be seen as a positive response to dealing with change, while at the same time, increasing the risk of burnout if adaptation was relied on at the expense of control.

The second key reflection was that many of the behaviours given as examples could be identified as mindsets, defined "as a person's way of thinking and their opinions" (Cambridge University Press, 1995) or as a mental lens that selectively organises and encodes information. This leads to individuals having their own unique way of understanding an experience and thus their consequent actions and responses (Dweck & Yeager, 2019)

Finally, while discussing behaviours, some of the responses were classified as "factors", "a fact or situation that influences the result of something" (Cambridge University Press, 1995). These could be seen as external or environmental / contextual considerations, which may impact on resilience. Responses falling into the categories of mindsets and factors are detailed separately at sections 4.2.6 and 4.2.7.

Examples of behaviours that impacted on resilience have been grouped into the themes, for example:

- Holistic
- Adaptability
- Communication
- Responsibility
- Acceptance of non-perfection

- Honest/Authentic
- Sharing/Peers/Teams
- Time/Control/Stability
- Research/Experience

There were a few outliers such as:

- Celebrating success
- Decisive
- Persistence
- Consistent
- Writing

 These behaviours will be discussed in more detail and evidenced through quotes.

4.3.1 Holistic

The biggest area of responses regarding behaviours came under the theme of **Holistic**. The term holistic was chosen as it is characterised by the belief that the parts of something are intimately interconnected and can only be explained by referencing to the whole. It is a term that reflects the wider work life balance aspects of responses.

Leaders discussed the importance of having a balance in life, and an ability to switch off. Many highlighted that sometimes their best strategic thinking occurred in non-work time when running, gardening, or walking the dog. This observation closely linked resilience to behaviours associated with rest, relaxation, and recuperation, with a mention of quality or rest time as well as quantity. Some explained that activities, volunteering, and family time could be part of the rest and recuperation needed to be resilient at work. The importance of not working long hours or skipping holidays and making time for things and people outside of work was key. The following quotes evidence these findings.

"It's about having a balance in life, having other things to do and other ways to switch off and not apologising for that. I don't apologise if in the middle of the day I am out digging my garden as that's when I have my best thinking and best ideas" (PARTICIPANT 2)

"And I think that there's a balance of trying to work sensible hours and having a work life balance, having hobbies out with work. And it's also, you know, time for family. And then I've got a real difficulty with the 80- or 90-hour work weeks that some leaders do or is out there that you to get ahead, you need to be at the office 8:00 o'clock and I think it's important to have to be a resilient leader. It's behaviour around rest and relaxation because I think it's not quantity, it's quality. And if you always focusing on quantity, as in doing lots as we often are, you often give up what quality can be" (PARTICIPANT 11)

"If you find yourself kind of working long hours and overstretched and about to go off as I am on a two week annually period, which is probably not going to be annual leave in the traditional sense because there's a lot going on still and that will need to be across when I'm away" (PARTICIPANT 12)

"There is definitely something about having sufficient time outside of work, both in terms of knowing when to stop for lunch, knowing when to stop at the end of the day, knowing when to take a holiday" (PARTICIPANT 21)

Five Sub themes were identified within the holistic category which will be discussed in more detail and evidenced through quotes. These sub-themes are:

1. Non work activities
2. Work / Life balance
3. Family / Friends
4. Human
5. Volunteering/Faith/Humour/Mental Wellbeing (outliers)

Many interviewees talked about **Non work activities;** things they did outside of work that impacted on their resilience. Being outside, walking the dog, exercising, gardening, and hobbies all featured. One response talked about the hour of gardening at the end of the day being the calm time they needed, with others explaining how they couldn't look at their phone while walking the dog or cycling. Being outside, exploring wild spaces, and walking by the sea were examples given as the quotes below show.

"I have found you know the actually an hour of gardening at the end of the day brings a calmness and a pleasure that I didn't know existed a year ago" (PARTICIPANT 13)

"I've got a dog so when I take the dog for a walk, I tend not to have my phone on" (PARTICIPANT 19)

"But really, the thing that keeps nourishing is wild spaces" (PARTICIPANT 15)

Balancing work and personal time, commonly described as **Work-life balance** (Ku, 2021; Guest, 2001; Fisher, 2010) featured highly. Many felt a sense of tension between their personal and professional lives and pressure to get the balance right.

With the period of research including time in lockdown, there was perhaps additional importance added to stepping away from the computer, getting outside and finding time for the family when work could encroach into all areas. Some used examples of having set times when they stop looking at emails or days when notifications are switched off as shown in these quotes.

"You know switching off the computers and the tablets and all that and having a good sleep" (PARTICIPANT 3)

"...and I think that there's a balance of trying to work sensible hours and having a work life balance, having hobbies out with work. And it's also you know, time for family" (PARTICIPANT 11)

"One of the things I do try very hard to do is to have cut off points on not checking emails after a certain time" (PARTICIPANT 9)

Family and friends were discussed as being important to resilience: an outlet for emotions, a different space to step into, and an opportunity to have fun. Some detailed how they felt they could draw resilience from friends, family, and colleagues and how this helped them feel strong enough and confident that, "they could do it". Others talked about how being a parent was important to their resilience.

"Being a dad, coaching, walking the dog, or probably sleeping, you know that's kind of it" (PARTICIPANT 12)

"You have to keep remembering you can do it and draw on everything that you can and draw on friends, family, and colleagues" (PARTICIPANT 18)

Aspects of being **Human** and staying "in touch" with one's personal emotions (Souba, 2011; Ladkin & Taylor, 2010; Smythe & Norton, 2007) often came into responses. One respondent felt that the words they most often thought of in terms of resilience were compassion and kindness. Another talked about bringing one's whole self to work and the need to "be human but show strength".

"And I think the most important word I associate with resilience, and it sharpened in the last 18 months, is compassion and kindness" (PARTICIPANT 12)

"It feels it feels important to be human but to show strength" (PARTICIPANT 18)

Not mentioned so often, but worth recording as relevant to some, were the outliers of **volunteering, faith, humour, and mental wellbeing.** One participant gave the example of volunteering as something that took them away from the day job and felt that doing something for other strengthened their resilience. There was a discussion around faith, how it helped them explore emotions in the workplace and how it helped them bring "their whole self" to the role.

"So volunteering is important, so I've volunteered for over 20 plus years…" (PARTICIPANT 11)

"You know, talking about emotions in the workplace is hard enough, but talking about a spiritual or spirituality or so is still not heard of. Yeah, that's why I'm trying to bring my whole self from my heart, not just my brain" "I firmly have a belief system that the meaning of life is to find your gifts and the purpose of life is to give them away"

(PARTICIPANT 11)

Humour was mentioned by some participants as a way to relax, replenish resilience and stop "things getting on top of them". Other talked about the importance of both physical and mental health and wellbeing such as eating well and getting exercise.

"There are days when all just seems it is getting on top of things in general, and with humour actually. Well, maybe gallows humour, but I think those are the qualities that would come to mind" (PARTICIPANT 6)

"I think it's just all that physical mental health. Just looking after myself, eating well, walking the dog" (PARTICIPANT 17)

This holistic element was surprising as the question was about resilience behaviours in the context of participants' leadership roles, but many of the answers highlighted behaviours in life outside of work.

After holistic**, Acceptance of non-perfection** was the next most commented on area and could be argued to show the pressure on leaders to "get things right first time" as opposed to trying things out with the possibility of failing and learning.

"Things aren't perfect, and they don't have to be perfect. I probably put ourselves under more pressure than anyone externally is actually trying to put us under, and now it's ridiculous" (PARTICIPANT 21)

Being authentic, allowing oneself to be vulnerable and fostering openness with teams and stakeholders came through strongly under the theme of **Honest and Authentic.** It was considered essential to be "true to yourself" and to be honest with about your abilities. Finally, participants recognised the importance of being honest about needing to take breaks from work to preserve resilience.

"It's also about being honest with your staff and the people round about you to say, "I need a break", and I'm switching off for a while" (PARTICIPANT 2)

Adaptability was mentioned as both a definition and a behaviour. Being able to respond positively to change, pressure and stress was thought to be significant for resilience, as was the ability to adapt leadership styles as the situation demanded. The importance of good **Communication** at all levels, with stakeholders, funders, board, and staff was mentioned often. Participants believed that often resilience was most stretched when communication failed or became challenging. One interviewee explained that good communication was even more valuable when resilience was low.

"It's about being able to cope and adapt to change" (PARTICIPANT 21)

"You've had to sort of adapt and develop and, and you've had to develop a sort of resilience around that as well" (PARTICIPANT 19)

"And yes, I think it is about delegation, but it's also about, I suppose if you know if my resilience as a leader is challenged or down and times are tough and we have to do some difficult things, then what I want to be able to do is tell my stakeholders" "I think communicating more so when resilience is lowered" (PARTICIPANT 13)

A range of behaviours were identified that related to **Peer Support, Sharing** and consideration of **Teams**. There were comments on the importance of honesty and sharing with the board, about being open and reflective and of having networks of peers both within specialisms and for external sources. Strong feelings of belonging were associated with having trusted peers, with terms like "gang" and "clan" or "tribe" reflecting the positive effects of having a place to share and learn and for peer support.

Some talked about it as having a place where participants could "have a meltdown" and express negative emotions openly, enabling them to be calm and dependable and keep going in the leadership role. One participant mentioned that they could be the most resilient version of themselves if they could create resilience in their team too.

"There's a behaviour as well about the honesty that you have when you're sharing with your board" (PARTICIPANT 21)

"Openness and not reactive, and it's being reflective and also is sharing" (PARTICIPANT 11)

"I benefit from both formal and informal networks - people outside the organisation, but also within the organisation that we're that we're connecting with" (PARTICIPANT 21)

"In terms of your leadership behaviour, it is having your peers, having your gang, so that you can have you all your meltdown, your bad behaviours, your tears somewhere else so that when you are in your organisation you are stoic, you're calm, dependable and you're marching on doing what is needed" (PARTICIPANT 2)

"I felt I would be the most resilient version of myself to create resilience and my team was too" (PARTICIPANT 9)

Another theme discussed was around **Control, Time, and Stability.** Participants felt that taking time to make decisions, staying calm and ensuring some stability in a crisis contributed to resilience. Some leaders considered whether trying to be more controlling of the situation was a positive or negative behaviour. Some felt that they were more likely to be more controlling in difficult times but there was a recognition that challenging situations often called for a more collegiate approach. The swan analogy was used again here, referring to appearing calm externally while struggling to keep stable underneath. Some talked about slowing down, listening, reading, staying stable in difficult times and how that helped resilience both for them in their leadership and for their teams. One talked about resilient behaviour in challenging times as being "stabilising" and about how the focus was on finding areas that could be stabilised in times of crisis. The focus was not on jumping into solutions but on having a calm, reflective approach to the situation.

"I have a temptation to pull in and try and control more and I have to fight that urge because actually its maybe good for me, but it's probably not good for the people who work with me, so I have to really kind of fight that urge and controlling decision making and centralising decision making and really kind of keep calm" (PARTICIPANT 13)

"You have to be that swan…. I've often use. This one is variously on top and paddling like crap underneath" …. *"Slowing and listening and reading"* (PARTICIPANT 9)

"I think it comes down to kind of like your stability of governance, your stability of team, your stability of funding, the reserves that you have in place, the impact on programs and activities" (PARTICIPANT 12)

"That generates a sense of stability amongst the team so I can control the words, but the behaviour that I can demonstrate is, I suppose a clarity of how do I stabilise, what I can stabilise?" … *"Demonstrating a calm, collective response. Not instantly jumping into say you've got the solution"* (PARTICIPANT 9)

Responsibility often sits heavily on the shoulders of leaders and the behaviour of recognising and sharing that responsibility was identified. Resilience was linked to an acceptance of the fact that not everything can be the direct responsibility of the leader. "Balancing" direct and delegated responsibilities was therefore seen as important to fostering resilience.

"A balancing behaviour of not being the font of all knowledge or and it's a difficult one, is not thinking that it all falls on me" (PARTICIPANT 11)

For some, the importance of doing their **Research** and gathering information, and taking their previous **Experiences** into account was a behaviour that impacted on their resilience. Examples were given of crisis situations when it was helpful to look at what others had done and reflect on learnings that could be adapted to the current situation.

"I did a lot of research into how organisations who survived the 2008 crash. What did they do? Companies not charities. Of course, it's not really documented, but I read a lot of the Financial Times and the 2000 and 2009 but additions. How did companies survive the 2008 crash? Because it was the only thing I could think of that was the closest. So, I suppose it's that behaviour of trying to slow yourself down, not speed yourself back up" (PARTICIPANT 9)

Celebrating success, being decisive, persistence, being consistent and writing came through as outliers when mentioned in isolation but may be part of some of the previous behaviours detailed above. Celebrating success both as leaders and organisationally was felt to be a resilient behaviour, as was being decisive and being persistent in achieving one's aims. One interviewee discussed how writing things down helped and others talked about putting a plan in place.

"It's realising where you are, part of the problem that people keep going and keep going and don't notice you're hitting rock bottom, so recognising it is the first thing, acknowledging it and saying it out loud to the people round about you, ask for help, start then to put a plan of people together moving forward, it's not down to you as an individual, that's the first thing recognise it acknowledge it and, ask for help. There's a lot of leaders not good at asking for help" (PARTICIPANT 1)

"So, I think my part, my resilience is putting some boundaries in place to make sure you're not burning yourself out" (PARTICIPANT 20)

There were some responses which related more closely to the specific questions on general or personal resilience, these are detailed in the next section. Table 8 summarises the personal resilience behaviours found from the research before being discussed in more detail and evidenced through quotes.

4.3.2 Personal Resilience
The following themes emerged from the responses to the question, "What do you think improves your resilience and your ability to bounce back after a setback?"

- Moving forward
- Peers/Sharing
- Celebrate success
- Making a difference
- Simplicity
- Learning
- Planning/Authenticity/Integrity

- Positionality
- Holistic
- Volunteering
- Techniques
- Acceptance of non-perfection
- Knowing when to stop

The themes identified are explored in more detail and evidenced by quotes.

The ability to keep going or **moving forward** was highlighted as a behaviour under personal resilience. More than one response identified that it was not just about bouncing back knowing when to "step forward"; to keep looking for opportunities to adapt to succeed.

"But in spite of sometimes using the phrase bounces from back from a setback, actually I think sometimes the resilience is about stepping into something without a setback (PARTICIPANT 10)

"You know the ability to just keep on going - if you keep on keeping on" (PARTICIPANT 17)

The importance of **Peers** and **Sharing** with leaders both from within the sector as well as from other sectors were all seen as critical. Making sure **Successes** were recognised and celebrated was seen as particularly important for personal resilience. Knowing that doing what you do is **Making a Difference** was a motivator for some in relation to their personal resilience. Being "close to the front line" and seeing the difference being made helped leaders to continue their work and build their resilience. For some, the importance of **Keeping Things Simple** helped them to feel they could cope and sustain their resilience. All these aspects can be drawn from the quotes below.

"(having) really good people to share with, so having a mentor is important. But then having peer mentors and also having people that are not in my industry and also get quite a lot from volunteering" (PARTICIPANT 11)

"When things are going well, I really like to celebrate success, so I like to tell colleagues that other colleagues have done well and to share and celebrate that about and to celebrate that publicly. I think there is something around learning from excellence rather than learning from failure". "The thing that is a motivator and helps bounce back Is knowing that I made a difference or that the organisation has made a difference to people over here to serve and so really being very close to the front line as important for me and I think important for others to maintain their resilience" (PARTICIPANT 13)

"Keep it simple. I think is one thing that's got me through the pandemic" (PARTICIPANT 11)

Having **integrity** and "doing what you say you will do" was seen as fundamental to being **authentic** and building resilience. For some, the **position** they held made it feel harder to take risks as they were in the spotlight as the leader – and they had something to lose. This was seen by some as a drain on resilience. The **holistic** angle came through strongly for personal resilience. Having the head and the heart engaged made it easier to feel confident and build resilience. Aspects like volunteering and "a change of scenery" and non-work activities were again mentioned in this area.

Learning from experiences, considering what could have been done differently and what different approaches could have been taken was identified as a behaviour which could improve personal resilience. **Planning,** and setting clear objectives helped to keep focus and strengthen resilience. Some mentioned specific **techniques** they used (coaching theory as an example) to help improve their personal resilience.

"I think authenticity, integrity you know, no mismatch between what you say and what you do is fundamental is just this huge" (PARTICIPANT 10)

"It's fairly basic coaching theory, but you know the idea that you have four quadrants in one axis is what you're good at and what you're not good at another access is what you're enjoying. What you don't enjoy" (PARTICIPANT 22)

"Then there is something about having a plan in place, or you know, or even having rehearsed scenarios" (PARTICIPANT 12)

"I can have always planned with a plan in mind, but equally I always have a kind of a plan B & A C and sometimes D or thereabouts" (PARTICIPANT 12)

There was discussion around the **Acceptance of Non-perfection** which highlighted the importance of managing expectations (of self) and understanding that things won't always go as planned as detailed in this quote.

"I think I would have lowered my expectations during the pandemic, and I think it took me a little while to realise that I can't do all the things I want to do or make all the changes I want to make" (PARTICIPANT 13)

Finally, Knowing When to Stop was highlighted as specific to personal resilience. Continuing to push oneself beyond reasonable limits was seen as a drain on resilience.

"And I think there is something about that cell phone that wellness and resilience is when to stop, when to stop pushing or knocking your head against the wall as we've all done, but also knowing when to make a passionate elevator speech" (PARTICIPANT 11).

4.3.3 General Resilience

The general resilience behaviours identified from the research include:

- Peers / Lonely
- Mentor support
- Confidence
- Leadership

- Non perfection
- Factors
- Context
- Pressure

These themes were given as responses to the question: "What do you think might help sector leaders more generally in sustaining their resilience?" and will be discussed in more detail and evidenced through quotes.

For some it was about having **Peers** and a supportive network. Not feeling **Alone** and knowing that others were having similar challenges was thought to be very helpful. Having an outlet in the form of a **Mentoring** relationship with someone outside of the organisation was found to help resilience. For some, it was about having the **Confidence** to be in the leadership role and to do what needed to be done. There was discussion about getting support in the **leadership** role rather than more generally in operations. For some, if that support was there, it led to feeling more resilient.

"It's just about peer-to-peer support. I think that knowing that somebody else is having a tough time tackling something. Can be enough for a lot of people" (PARTICIPANT 9)

"It's about having an outlet. Having people that you can trust out with an organisation" (PARTICIPANT 10)

"Sometimes resilience is about people understanding roles or people's feelings. They have the skill set and the confidence that they do, and I think for me resilience is quite heavily tied up in leadership" (PARTICIPANT 21)

"You know if we support people to get leadership right, they will. They will effectively become more resilient in the process. I can't prove that it's just a theory" (PARTICIPANT 21)

Being "good enough" was mentioned. Not overstretching rather than always trying to do everything and be the best was thought to be a factor in resilience. This had been mentioned previously under the theme of **Non perfection.**

"That phrase good enough, and using that phrase good enough, …... Isn't so horrible…. so, I prefer good enough, but it's that kind of thing" (participant 10)

The **Factors and Context** of the sector such as funding and partnerships came up as a challenge to resilience for the sector It was felt that this context added additional **pressures** when compared to other sectors as shown with these quotes.

"Because of the vibrancy of our sectors is that networking and mutual support and they have coffees together and do partnership that is partnership as it's not ego driven. But I think the bit that this biggest challenge is getting appreciated as we have been during the pandemic with the Third Sector. So, it does sound like we've got the bronze prize" (PARTICIPANT 11)

"Because the funding context, the regulation context, the partnership context. All of these things" (PARTICIPANT 21)

"But there's also some macro stuff around the Third Sector context, and I think, you know that we have to have a, I think a bit of a conversation on a policy or strategic level in the country about what it means to be a Third Sector manager in Scotland. Because the funding context, the regulation context, the partnership context. All of these things inadvertently put pressure on to leaders. (PARTICIPANT 21)

4.3.4   New Leaders
This section details the behaviours that were identified which would most help improve resilience in new leaders.

The next question asked was "what advice leaders would you give to a those identified as new leaders, or what would you do differently with hindsight". This question was designed to try to pull out the key behaviours of resilience that were foremost in participants minds. When they looked back at their own experiences and thought about what would have been helpful to them as a new leader starting out.   The behaviours which were thought to improve resilience in new leaders found from the research can be summarised as:

- Peer support network

- Cross sector network

- Ask for help

- Selfcare

- Team

- Experience

- Positive feedback

- Not to please

- Reflect

- Non perfection

- Role model

- Health

- Balance

- Clarity

- Learn from mistakes

The importance of having a **Peer Support Network** came out strongly in most interviewees' responses. Value was identified in having peers who understand the role and the sector with whom leaders can be honest about the challenges they face and discuss potential solutions. Some suggested that finding someone "further on in their career" would be helpful to share with, while other thought that a peer group of new leaders would be helpful. Some identified the need to have support, learning and input from other, **Cross Sector networks** to help them build resilience.

".... making sure that you've got the network. Now that could be other Third Sector leaders, which I would highly recommend, or even …. really good friends understand the kind of work that you do but finding another place to take some of the oh, that's so annoying stuff" (PARTICIPANT 20)

"I think particularly for someone new is being able to maybe find someone that's a bit further on in their career to have that may be sounding board to get it to get to be able to speak so now, but not necessarily in the same sector, but certainly someone that's at the sort of same level to if you've got a problem or you want something to talk through"(PARTICIPANT 19)

For others, value came from having a wider peer network from across sectors. Not being afraid of **Asking for Help** and admitting that things can be challenging was relevant. Feeling unable to ask for help was seen as a drain on resilience. Recognising one's limits and practicing **Self-care** to enable resilience in the role was identified as key. Having a good **Team** and a supportive "second in command" was suggested as something to focus on developing as a new leader.

"Yeah, and sometimes I think it is just a case of being honest. I guess down the way as well as obviously we saying I am actually struggling. Maybe I can do with a bit of support or a bit of help. (PARTICIPANT 19)

"Never be afraid to go and ask for help. But believe in what you're doing as well" *(PARTICIPANT 16)*

Participants identified the importance of learning how to draw from **Experiences** from other walks of life, not just from a career perspective. It was thought that wider life experiences could give confidence and resilience which could be drawn on in the leadership role. Hearing, noticing, and recognising **positive feedback** was something highlighted as being particularly relevant for those early in their leadership role.

"What you've done in life, you will be using everything at your disposal to sort out the problems that come your way and just have the confidence that you would have got the job if you couldn't do it" *(PARTICIPANT 18)*

"…but equally, I probably do need a space for someone to say, "do you know what, you're doing well" *(PARTICIPANT 10)*

Understanding that it is **not your role to please** and accepting the impossibility of pleasing all of the people all of the time, was pertinent for early career leaders. Time to think and **reflect** on both the role of the leader and the strengths and weaknesses of the organisation was critical for those coming in new to the role. Not making quick judgements and presumptions but finding time to take stock even when there was pressure to make a quick impact was valued by respondents. Not having to strive for **perfection** all the time, being forgiving to oneself and learning from mistakes were all identified as ways to build resilience for new leaders. The importance of taking risks which may lead to failures was also a factor here.

"Your job is not to please people - if you're not, you know, being criticised, you're probably not influencing anybody (PARTICIPANT 10)

"I think taking the time to understand the strengths and weaknesses of the organisation you're in is really important and not to rush to quick judgments on those things" *(PARTICIPANT 13)*

"Every day there's something that's like that and you just yeah, you just pivot, learn from it and move to something else" (PARTICIPANT 16)

"You know you don't have to do everything yourself and you don't have to be perfect" (PARTICIPANT 24)

Thinking about who they may see as **role models** and what they could learn from their leadership styles and personas was given consideration for new leaders.

"There's so many incredible leaders in the Third Sector" (PARTICIPANT 12)

Keeping physically **healthy** when having the stress of being a new leader was identified as a particular focus for this group.

"So, I think it's important to keep yourself physically healthy" (PARTICIPANT 11)

The importance of a work/life **balance**, of not letting work be all encompassing and about having other things to help de-stress, were key elements of a new leader's resilience.

"I think this balance, absolute balance. All the things that we're talking about before and making sure that. I mean, I think any new role in any step up" (PARTICIPANT 20)

"… get a work life balance as soon as possible and hang on here" (PARTICIPANT 17)

Getting **clarity** of what the role entails, what is expected and not "over promising and under delivering" in the early days as a new leader was highlighted.

"Get clarity on what my leadership role is and what my roles were and also what you know. I think it's easy when you're younger to over promise and under deliver. I would really want to get into the under promising and over delivering" (PARTICIPANT 11)

The opportunity to make and learn from mistakes and not feel you must get things right first time came through for new leaders, as these quotes evidence.

"I think that beginning point is always a steep learning curve and you should embrace it as a steep learning curve and learn what you can" (PARTICIPANT 20)

"Yeah, and the biggest thing to tell people as you learn more from your mistakes and your failures then you do your successes so it's important to embrace that" "And in fact,

taking enough risks to make many mistakes and get yourself into supportive environments to accept that 'cause you know when people are only success driven" (PARTICIPANT 11)

4.4   Mindsets

This next section details the answers which were thought of as mindsets rather than behaviours, meaning they relate to the way we think, rather than the way we behave. The responses detailing mindsets were unexpected as the questions were asked about perceived resilience behaviours. The mindsets found from the research can be summarised as:

- Self
    - Self-
    - aware
    - Self-belief
    - Self- reflection
    - Selfcare
    - Knowing yourself
    - Positive feedback
- Learning
- Confidence
- Honesty
- Individual/Team/Organisation
- Optimistic
- Passion
- Planning
- Negative
- Calm
- Integrity
- Morale
- Openness
- Purpose
- Stability

The mindsets also identified humility, instinct, responsibility and listening as outliers.

The most mentioned theme of **"self"** was further broken down into six sections: self-aware, self-belief, self-reflection, self-care, knowing yourself and positive feedback. **Self-aware** or being aware of one's own abilities and your own limitations was thought to be vital to resilience. **Self-belief** was defined as knowing that you are doing the right thing as a leader and believing in yourself to keep going. **Self-reflection** was defined as being able to ask yourself the right questions; to reflect on the situation, how it arose, and what can be learned from it. **Selfcare,** was identified as a key part of developing a

resilient mindset; proactively identifying and addressing mental or physical health issues, rather than waiting until things needed fixed. **Know yourself,** linked to being self-aware, was defined as knowing what works for you and what doesn't in terms of your resilience. **Positive Feedback** was defined as getting feedback that as a leader, you are doing a good job. This was thought to help build resilience.

"If you're a leader, you really need to be very aware of your own abilities and your own limitations" (PARTICIPANT 22)

"It about knowing myself, knowing how I tick, my energies" (PARTICIPANT 2)

"You know I'm doing the right thing and that's something that that's an important question to ask"

"You know I'm doing the right thing and that's something that that's an important question to ask - and I think as leaders we often have limited opportunities to ask that question and get answers on it" (PARTICIPANT 13)

"Better to keep yourself as well as possible rather than constantly trying to fix yourself once you're not so it's all linked into self-care" (PARTICIPANT 1)

"One of the things I've learned as a senior leader about how much your own personality and knowing yourself and what works for you actually is important" (PARTICIPANT 20)

"Yeah, I think it's catching your bad habits and challenging them as much as possible while being aware that you have to give yourself a break and part of resilience is, accepting that" (PARTICIPANT 7)

"Space for kind of someone to say. Do you know what you're doing well" (PARTICIPANT 10)?

"Every day there's something that's like that and you just yeah, you just pivot, learn from it and move to something else" (PARTICIPANT 16)

"Resilience supposes curiosity, so I suppose I've always been curious about myself. How are we, others, organisational structures, power control collaboration? Suppose there's a curiosity just on new things that come up new ways of work in research books" (PARTICIPANT 17)

"One of the things I try to do is to acknowledge and deal with the fact that if something is going wrong, I'm probably going to learn a lot from it and that will be better off as a result" (PARTICIPANT 9)

Curiosity, **learning** and understanding all came into the responses. Treating every experience as an opportunity to learn, was seen as a way to be more resilient in the leadership role. Examples were given of difficult experiences that when seen as learning experiences could be less negatively impactful.

"Every day there's something that's like that and you just yeah, you just pivot, learn from it and move to something else" (PARTICIPANT 16)

"Resilience supposes curiosity, so I suppose I've always been curious about myself. How are we, others, organisational structures, power control collaboration? Suppose there's a curiosity just on new things that come up new ways of work in research books" (PARTICIPANT 17)

"One of the things I try to do is to acknowledge and deal with the fact that if something is going wrong, I'm probably going to learn a lot from it and that will be better off as a result" (PARTICIPANT 09)

Linked to self-belief, respondents talked about how having **confidence** in themselves and in their positions positively impacted on resilience. Being **honest** about the difficulties of leadership and "role modelling that sometimes it is okay to not be okay" was seen as significant.

" I think it's about having sort of confidence and faith in yourself" (PARTICIPANT 4)

"I think you do have to install that confidence and lead even when you yourself will be……quaking in your shoes, …. but no, this is that moment of truth and we've got to say that's where we're going" (PARTICIPANT 5)

"You know, I'm perfectly happy to say I've got absolutely no idea what you're talking about" (PARTICIPANT 14)

"I think there has to be that level of honesty and switching off sometimes and role modelling that and Its okay to not be okay" (PARTICIPANT 2)

Respondents felt that when connected to their **teams** and **colleagues** and when there was trust between them, their resilience was higher. This led back to previous comments about not everything being the leader's responsibility and that a supportive team and **organisation** helped build resilience. Considering the **morale** of the team and the organisation, the motivation behind it and the leaders' role in that was a factor in resilience.

"Connectedness with your team and with your colleagues is really important. I think my resilience is higher when I feel I've got trust in the people I'm working with" (PARTICIPANT 20)

"I suppose, just to learn that you get more through collaboration. You get more through working with other people. You should never be an island" (PARTICIPANT 17)

"I think it is that letting things go, it's not all on your shoulders, building your team around about you, celebrating your team, building up others, that for me has been my biggest lesson, not being on my shoulders, well not all of it" (PARTICIPANT 2)

The importance of having an **optimistic** mindset was thought to have an impact on resilience. It was felt that this stopped the negative spiral of self-doubt and negative expectations that could dent resilience. Leaders talked about being their own worst critic and how this could be a **negative** mindset to have.

"You have to try and find positives and things, otherwise you just get sucked into a spiral. You know that the world's a terrible place and everybody is against us" (PARTICIPANT 24)

"Of course, I gave myself a hard time. I'm a human being. I'm really, really bad for that particularly my own worst critic" (PARTICIPANT 9)

Leaders talked about their **passion** for the cause and for the sector and how that helps them to "go the extra mile". Being values-driven and having **integrity** both internally and externally was thought to aid resilience. Having a clear **purpose** and aligning to that purpose was significant, as was being able to articulate that purpose to others.

"You know the social purpose and the mission you find always to the fore in the Third Sector, which I just love" (PARTICIPANT 22)

"I think it could have positives because you're passionate. If you're passionate about something, you can go that…… extra mile, you know (PARTICIPANT 1)

"The values that I believe need to be modelled for not only internally but externally, so it's a values driven thing is resilience I believe" (PARTICIPANT 11)

"Your purpose and mission on how it is adapting and be able to express that very clearly and concisely so that people are understand what you're doing, why you're doing it" (PARTICIPANT 18)

Being **open** when times are difficult both for the leader, the team, and the organisation – and open to learn from situations, was thought to be a mindset which aided resilience.

"I tried to be quite open about if I'm struggling with something personally. You know whether it's whether a decision at work or something" (PARTICIPANT 4)

Having a **plan** in place and having thought through contingency plans helped to build resilience. Again, the swan (or duck) analogy was mentioned as an example of how the ability to be **calm** in a crisis helped to build a resilient mindset. "Remembering to breathe" when stressed was a pertinent point. **Stability** came through as a mindset as well as a behaviour when it was discussed in terms of how stability of governance, of funding and of a team could impact resilience.

"Then there is something about having a plan in place, or you know, or even having rehearsed scenarios". "I can have always planned with a plan in mind, but equally I always have a kind of a plan B & A C and sometimes D or thereabouts (PARTICIPANT 12)

"You have to be that swan, and that's the expression I've often use. This one is … paddling like crap underneath, and that was why I had to do is I want to be the calming influence so everybody else would be freaking out in the room that I will come in…" (PARTICIPANT 9)

"So really, it's about remembering to breathe" (PARTICIPANT 18)

"I think it comes down to kind of like your stability of governance, your stability of team, your stability of funding, the reserves that you have in place, the impact on programs and activities" (PARTICIPANT 12)

Outliers of **humility, instinct, responsibility,** and **listening** were worth mentioning as significant to a few leaders interviewed. Humility was seen by one to be "vital" in that any success is shared and they are only as good as the team around them. For another, going with gut instinct was key and for another, the importance of listening to others and really hearing what they are saying and how they are feeling.

"So, the role of humility in leadership. I think it's really, really vital, partly realising that every success is not just yours, it's everybody else's. Then you would be nowhere without the teams that were around you" (PARTICIPANT 5)

"In some ways, we've had to throw the rulebook out and just go with gut instinct" (PARTICIPANT 1)

"So, and the other thing for me about being resilient is just kind of listen to people around you, listen to what their saying, listen to how they're feeling" (PARTICIPANT 16)

4.5   Factors

The responses that were identified as factors which impacted on behaviours included:

- Governance
- Context
- Trigger points
- Exhaustion
- Team

The outliers were writing, planning, time as leader and motivation.

The most mentioned factor was **governance** and the importance of having a supportive board. Some mentioned how helpful the board had been to support them through difficult times and how crucial it is to have good communication and be direct and honest with their board.

"The other one was a very direct and honest conversation with the board about the need for them to step forward and support me more" (PARTICIPANT 22)

"And the board helped carry me through that in a way" (PARTICIPANT 18)

The **context** of the situation was often brought up by participants when asked about behaviours. The funding situation, the political landscape, the area of work, how partners were working together, what the regulatory situation was and how the mission and purpose sat with the context of that time all needed to be considered. Identifying

early **trigger points** which impacted on resilience was a frequently considered issue. It was vital to recognise when resilience was being stretched and what may be causing strain. If identified early, this could mitigate further pressure.

"Politics, sector, funding, resources, partnership working, regulation, board invertedly put pressure on to leaders. (PARTICIPANT 21)

"Your purpose and mission and how it is adapting and be able to express that very clearly and concisely so that people are understand what you're doing, why you're doing it, and that it is appropriate within the context that particular time" (PARTICIPANT 18)

Exhaustion was mentioned as being a factor, alongside how it impacted on what behaviours were exhibited. Examples were given of times when leaders felt compelled to continue working even when "the tanks are empty" and how difficult resilience could be in times of exhaustion.

"You know, it's when teams are in crisis that you can actually give, give, give, give and realize that your tank's empty for yourself" (PARTICIPANT 22)

Although the impact of working with a **team** is considered in the behaviours section, there were occasions when it was mentioned as a factor which impacted on the behaviours exhibited.

"The chief executive is one person, but it's a collective, isn't it? It's not about being rigid… It's about creating a team approach" (PARTICIPANT 4)

A few outliers that were mentioned as additional factors that impacted on resilience were **time as leader** and **motivation** from the team around them.

"And you know, thank you to all the colleagues who made that possible, that that is a motivator" (PARTICIPANT 13)

"It's definitely lived experience for me" (PARTICIPANT 15)

A final question was asked in case there was anything that had been missed or that the participant hadn't had the chance to raise: **"Anything I haven't asked that you expected me to, or anything you would like to add"**. Any responses here were tagged appropriately for the area they related to.

4.6 Summary

This chapter detailed the findings from the research interviews and linked them back to the questions asked and the objectives of the research. The findings have been evidenced through quotes directly from the participants and interpreted by the researcher in line with the interpretivist approach of the study.

The following discussion chapter will pull these themes together and consider the wider implications of the findings and their relation to the literature reviewed.

Chapter 5: Discussion

5.1 Introduction

This discussion chapter will consider how the initial aims and objectives of the research have been achieved and, through the interpretivist stance, consider the main themes that emerged from the research and what this means for the resilience of Third Sector leaders. The most prevalent resilience behaviours were categorised into themes of; **holistic**, **peer support** and **acceptance of non-perfection**. These themes will be discussed in more detail and their impact on the resilience of Third Sector leaders will be considered. The chapter will then consider the implications of the wider findings from the research.

5.2 Key Findings

The questions asked in the study were focused on behaviours, which the Oxford dictionary describes as "the way in which one acts or conducts oneself, especially towards others". The study looks at behaviours as something that the leaders have some control over in terms of how they act in their roles, i.e. the act of leadership, while in the position of leadership. The questions specified behaviours, but because of the stance and approach taken, many answers are arguably of a wider nature and thus were categorised as mindsets or factors. This chapter will include a discussion around why it was decided to include all three, to give a fuller picture of resilience as understood by sector leaders and thus the behaviours that may influence and improve resilience.

Table 5.1 shows the key findings from the four research questions focusing on resilience behaviours. When analysing responses, behaviours were coded from a general "resilience behaviours" perspective from question 2, but those that were more specific to questions 3, 4 and 5 were then pulled out and a separate section was added on each. When co-related in this way, it shows that the **holistic** theme was the most mentioned, with **sharing** and **peers** and **acceptance of non-perfection** being the themes that cut across all answers. For this reason, this chapter will first focus on these three aspects, before discussing the wider findings.

This chapter will reflect on the review of the literature, compare what has been found from this study and discuss what implications this may have in both theory and practice.

Table 5.1: Key findings

Resilience: Behaviours	Improves: Personal	Improves: Sector	New Leaders
Holistic Non work activities Work/life balance Family/friends Human Volunteering/faith/ humour/mental wellbeing (outliers)	Moving forward	Peers / lonely	Peer support network
	Peers/sharing	Mentor support	Cross sector network
	Celebrate success	Confidence	Ask for help
	Making a difference	Leadership	Selfcare
	Simplicity	Non perfection	Team
	Learning	Factors	Experience
Acceptance of non-perfection	Planning/authenticity/integrity	Context	Positive feedback
Honest/authentic	Positionality	Pressure	Not to please
Adaptability	Holistic		Reflect
Communication	Volunteering		Non perfection
Sharing/peers/Teams	Techniques		Role model
Time/control/stability	Non perfection		Health
Responsibility	Knowing when to stop		Balance
Research/experience			Clarity
Celebrating success/ decisive/ persistence/ consistent/writing			Learn from mistakes

The conceptual framework chosen for further exploration and comparison from the literature review will be analysed and considered against the findings. Consideration will also be given on whether there could be further adaptation or refinement of the framework as a contribution to practice. The discussion will also explore why personal resilience and not organisational resilience was chosen as the focus of the study and how this relates back to the literature. Leadership styles such as servant leadership and

authentic leadership will also be considered in relation to how they relate to some of the context and behaviours found in the study.

Finally, this chapter will explore the context of the sector during the period of study and whether resilience behaviours may have changed or been seen differently in the current context. This discussion will thus consider whether perceptions of resilience behaviours per se, may be linked to the changing world of work and the way we now live our lives.

5.2.1 Holistic Leadership Resilience

Holistic behaviours were those most strongly identified as behaviours that impacted on resilience, but also as the behaviours that most impacted-on leaders' whole selves, both professionally and personally. This is a particularly interesting finding which did not feature strongly in the literature. Question 2 asks "Can you tell me what behaviours you think might have an impact on resilience". This question did not ask about "your" resilience specifically, or "your sector", but more generally as a way off moving from the first question, which focused on participants' understanding of resilience, to the second question which brought the focus to behaviours. The definitions of holistic detailed below have been the basis of the use of this term in this study.

"Characterized by the belief that the parts of something are intimately interconnected and explicable only by reference to the whole" from a philosophical perspective, and from a "medical" perspective being "characterized by the treatment of the whole person, taking into account mental and social factors, rather than just the symptoms of a disease" (Valentinuzzi, 2020).

This whole person approach, incorporating all aspects of the leaders' lives, was the underpinning reason for this choice of term. Further definitions were also considered in coming to the decision to use the term holistic.

"Relating to or concerned with wholes or with complete systems rather than with the analysis of, treatment of, or dissection into parts holistic medicine attempts to treat both the mind and the body. Holistic ecology views humans and the environment as a single system". (Merrian-Webster, 2022).

*"A holistic approach means **to provide support that looks at the whole person, not just their mental health needs**. The support should also consider their physical, emotional,*

social, and spiritual wellbeing" (NSW Health, 2020)

It is interesting that the term "holistic" was a definition used in relation to medicine which treated the whole person. The term "wellbeing" is often used in relation to the whole to describe staying well, having balance – and arguably, not burning out. This term was not chosen as a study of resilience focuses more on challenge and navigating challenges rather than maintaining wellness.

It is very interesting that when asked what helps leaders at a sectoral level (as opposed to personally), the holistic aspects do not come through as strongly. It could be argued that when considering personal resilience leaders do not recognise that their peers experience the same challenges. This linked to the often-mentioned sentiment that leadership is a "lonely place to be" and how valuable it is to have peer support. Respondents answered much more confidently on personal behaviours and less confidently on what they thought about the behaviour of other leaders in the sector.

Holistic behaviours highlighted in the responses did not only relate to work and were much more focussed around how the leaders lived their lives. A picture emerged of leaders who saw their resilience as part of their wider way of being. Examples were given such as the "beaker analogy" which implies that one's resilience as a leader can be impacted by stress or burnout in any area of life and that solutions are most effective when by considering the whole person. Others referred to a "reservoir of resilience" which should always be kept topped up.

This links back to the literature on human learning systems and assemblage theories. (Delanda, 2006; Lowe et al., 2020)

Human Learning Systems theory understands and recognises that outcomes such as improvement in human wellbeing are not produced by leaders, managers, or organisations. Instead, they are a result of complex adaptive systems which are the communities in which people live and work. The implication is that each human being is different and through interactions with others and their relationships, individual and collective wellbeing can be achieved.

The bigger picture is impacted by interactions through facilitation and learning and not through more hierarchical control. This leads to continual improvements and thus

resilience-building. The theory argues that fundamental shifts from outcomes-based performance management are needed to incorporate this changed approach (Lowe et al., 2020).

Through a human learning systems lens (Terry et al., 2020), this relates to the leader's resilience by looking at the whole system which the leader operates within. It could be argued that a leader's resilience is impacted negatively by stresses that occur in all areas of life, but also that their resilience support system which is developed around the individual leader also incorporates the wider perspective. It is also important to take into consideration whether leaders take "their whole selves" to work and incorporate that more holistic sense of self into the leadership role and their resilience within that role.

Assemblage theory can be seen as a framework for analysing social complexity by emphasizing fluidity, exchangeability, and multiple functionalities. Assemblage theory suggests that, within a body, the relationships of component parts are not stable and fixed. It asserts that they can be displaced and replaced within and among other bodies, thus approaching systems through relations of exteriority (Deleuze & Guattari, 1980).

Through an Assemblage theory lens, when considered holistically, the social complexity of the leader and the environment they work in (especially in the Third Sector), means their resilience can be seen as "not fixed". In other words, their resilience-building practices need to adapt and change as the circumstances, context, and systems themselves change.

The responses to the question on understanding of resilience, (question 1: "Can you tell me what resilience means for you in your role as a Third Sector leaders"), further evidenced the holistic concept which was brought to the fore. Many of the themes identified in Table 4 (page 56) could be categorised as holistic and linked to "being human", in that they explained ways to change and adapt to circumstances, how to look after oneself, and how to not take criticism too personally. Table 4 summarises the personal understanding of resilience.

This study specifically looked at resilience behaviours of leaders and not the overarching leadership styles**,** but it is worth considering the styles exemplified by Third Sector

leaders and the behaviours that are linked to those styles. The behaviours identified in this study could be seen to align most closely to the styles of servant leadership and authentic leadership.

Greenleaf's, (1998) theory of Servant leadership suggests that the servant-leader:

- leads and serves with love

- acts with humility

- is altruistic

- is visionary for the followers

- is trusting

- is serving

- empowers followers.

The understanding of resilience identified by Third Sector leaders included values, trust, impact, and kindness, which could relate to serving and altruism. Being human and accepting non perfection denotes humility and the importance of "making a difference" and the concept of "bringing whole self to work" and role modelling could be seen as visionary and empowering.

The four components of Authentic leadership According to George, (2018) are:

- Self-Awareness.

- Relational Transparency.

- Balanced Processing.

- Strong Moral Code.

These components have been identified through the self-awareness theme of responses, through trust and values and the importance of teams and peer support. Balanced processing could relate to the findings around balancing authenticity and maintaining a "game face" depending on the situation. This could be considered as similar to the work of Vanderpol (2002), who found that many of the healthy survivors of concentration camps had what he called a "plastic shield." The strong moral code is evidenced through honesty and the importance of making a difference.

Bill George described the world that we live and work in as one of Volatility, Uncertainty,

Complexity and Ambiguity and proposed that the leadership response needed was one of Vision, Understanding, Courage and Adaptability. The term VUCA was first used in 1987, from the work of Bennis, Warren G; Nanus, Burt and their book, Leaders: The Strategies for Taking Charge (Bennis & Nanus, 1985). It could be argued that in today's complex world, these strategies are needed more than ever.

Another theme for consideration that came out of the research was around being authentic but adaptive. Participants felt that leaders need to reflect the many faceted aspects of themselves in their role. This wasn't seen as being unauthentic but instead was deemed necessary to adapt to changing situations. Importance was placed not just what a leader does, but why and how they do it. If the ethics, values, and culture they lead through are consistent, then the leader may exhibit flexibility whilst remaining authentic.

This holistic approach to leaders' resilience, seeing it as something that effects the whole person, and every part of their life, means that we need to take a much more holistic view to how we approach improving resilience. We should not focus on resilience at work alone. Any intervention to improve resilience needs to take a whole person approach too.

Before moving on from this section, the types of activities mentioned under the heading of holistic should be considered and discussed. When asked about resilience behaviours, a wide range of non-work activities were mentioned. These included gardening, football, walking, running, yoga, meditation and much more. Often, these were the first answers given. The question was asked in a work setting, about participants role as a leader of a charity, but the answers related to things outside of work that made them more able to lead their organisation, more resilient and less likely to burn out.

Work / life balance responses also came to the fore. If work was all encompassing, then the opportunity to engage in activities outside of work that improved resilience was removed. There is a correlation here to the changing world of work, skills utilisation (Grant et al., 2014) and the move towards "work / life integration". The leaders interviewed were working mostly from home and would likely continue to do so to some extent, causing a blurring of boundaries which yielded both positives and negatives. Work could now be adapted around lifestyle and family commitments but could also

become all- encompassing and hard to get away from. Some described it as "not working from home; at home, trying to work, in a crisis".

Family and friends were often quoted as sources of resilience. Playing with the kids, out with friends, being listened to and sharing concerns with a spouse, or just being with people where you did not need to talk work. Being with those who knew you in a different guise and had different expectations, all improved resilience. This could possibly be explained by the opportunity these aspects give to step outside the work environment, to be able to share in a safe space and to be able to have fun.

The outliers of volunteering, faith, humour, and mental wellbeing gave an insight into holistic resilience. For some, volunteering and giving back boosted their spirits and gave them energy to face another day. For some, their faith was what kept them going. For others it was "having a laugh" or focusing on their own mental wellbeing that helped them keep going as humour and self-care were identified as positive resilience behaviours.

5.2.2   Acceptance of Non-Perfection

The next theme to be drawn from the findings is Acceptance of Non-Perfection. This could be linked to the themes found in Table 14 showing understanding of resilience. Human, values, trust, impact, and kindness could all be categorised as attributes of "being human".

Acceptance of non-perfection could be linked to the pace of change over the period of study, and the increasing pace of change in today's world (Mitsakis, 2020). Leaders need to adapt and change, continually try new ways of working, develop new projects, and encourage more adaptive working with their teams. This change comes with increased risk and links back to Harari's, (2018) assertion that we must "re-write our stories". If this means more risk of not getting it right first time and experimenting with the new, then the acceptance of non-perfection is more important than ever before. It is also worth considering the complexity of the way the Third Sector measures success. The purely financial measures traditional to the private sector are replaced by a "triple bottom line" of financial, social, and environmental factors. The quality of service delivery, impact of activity and "distance travelled" are more relevant. Expectation of perfection, or of inflexible agreed results, from boards of governance, funders and

stakeholders could diminish resilience. This means that acceptance from these stakeholder (and from the leaders themselves), that they won't always get it right is seen as a critical aspect of resilient behaviours. The way projects are funded rarely supports research and development; thus, it is harder to take risks and try new things.

The public perception of charities and the increased regulation could have a part to play in Third Sector leaders' resilience. Charities are held to high account to "do good" and to "make every pound count". It could be argued that they are held under more scrutiny than other sectors. Subsequently, any mistakes or errors makes it even more difficult to accept non-perfection, and the risk of failure through innovation and experimentation.

As this study is set in Scotland, it may be worth considering the thinking of Craig, (2011). Craig argued that Scots often lack confidence and find it easy to be critical of themselves. As mindsets have been found to have a part to play in resilience, there may be a cultural element to studying resilience which deserves further exploration in future studies.

A perception that should be included in this discussion is that leaders are "not there to please". The possible prevalence of the servant leadership style in the sector, with common behaviours such as acting with humility and empowering others, means that there could be a paradox between the way we lead "to serve" and the need to make difficult, sometimes unpopular decisions.

Being human links to comments of being authentic, being vulnerable as a leader and showing that it's okay to fail sometimes to eventually find the right answer. This must be balanced with what was termed as "game face", when confidence must be shown as a leader to inspire and motivate others and appear in control. In current times with black swan type events with increased improbability and widespread ramifications (Taleb, 2007), many leaders had to have very heightened awareness of their environment and of their own behaviours and leadership styles, to adapt accordingly.

The being human element manifested itself through discussions of building trusting relationships at all levels both within and out with the organisation. Values, trust, and kindness came through strongly and could be linked to how these relationships are underpinned and developed. This all links back to the more holistic approach to

resilience, as does the focus on self which showed as a behaviour, through understanding of resilience, and was also identified as an element of mindset. Looking after oneself, being aware of possible signs of burnout and knowing what keeps a leader well all have an impact on resilience.

5.2.3   Peer Support

Peer support, networks and teams are all based on an understanding that resilience can be sourced from the people around you as a leader, both within the organisation or sector, and from the wider worlds of life and business. The range of questions that this response came through and the number of types of peer support mentioned, shows an understanding that resilience is not only relevant to work but affects all parts of life.

Finding a peer support network (both within and across sectors), was seen as critically important to resilience. Almost all those interviewed referred in some way to it being "lonely at the top" identifying a safe space to share and networks as critical to balance the loneliness. Interestingly the networks mentioned weren't only of one type. Some participants mentioned internal teams (sometimes senior management teams) and there was a strong emphasis on networks of other Chief Officers in similar positions in the sector, but there was acknowledgement that it was good to share and learn from leaders in other sectors. There was the need to connect with others at a similar stage in their career, in a similar field or in a geographical area. Finally, having a support network of family and friends outwith work where the leadership aspect of the role could be "taken off" was critical.

Julien Stodd's, (2017) thinking in his work on "Tribes, Communities and Society" suggests that the term "tribes" denotes social systems rather than formal systems and are strongly "trust-bonded" network. He uses the term "cultural alignment" and in the way we are all part of complex social systems, it could be argued that in today's world we need a much larger number of "tribes" to be part of for each aspect of our lives. Although this study was not based around the Covid-19 pandemic, it could be argued that the notion of "having your tribe" around you became even more pertinent in a time when leaders were leading in isolation and apart from teams and families. The way of working during this study, where most were interacting online rather than in person could have had an impact on responses. It could be argued that this change was not only

of this time, but that the shift to online working has sped up and is here to stay. Thus, the learning from the study, rather than being seen as of a specific time period, could be seen as future proofed, and as a way to think going forward into an environment that is continually changing and at a pace which is increasing (Harari, 2018). Peer support was referred to in reference to building trusting relationships on a one-to-one basis. Mentoring, coaching, partners, friends, having someone to "offload" to or use as a sounding board all had a positive impact on resilience.

This importance of "tribes" was considered particularly important for new leaders, which could be indicative of the fact that they are still building their networks and need the support when new while their confidence builds in the leadership role to a greater extent to those who have been in post for longer, are more experience, and have support networks in place.

5.2.4   Self

Table 11 on page 80 summarises the findings on mindsets from the research which will be discussed in this section.

Mindsets are defined as "the established set of attitudes held by someone" (*Oxford Dictionary*, 2022) and have been used to categorise the responses to the questions on behaviours which could be defined as "attitudes" or ways of thinking and being. The decision to define these themes as mindsets rather than behaviours was a difficult one. The fact that these themes could be seen as something that you are, rather than something that you do, was the deciding factor – even though they were responses to questions on behaviour. It could be considered that respondents thought that they behaved in a particular way because of who they are and how they think.

It may be considered that the themes identified were indicative of leaders having a growth mindset and its link to resilience. Dweck & Yeager, (2019) argue that in a growth mindset people believe that their most basic abilities can be developed through dedication and hard work. They assert that brains and talent are just the starting point to success and that this growth mindset leads to a love of learning and a resilience that is essential for achieving success.

The term "selfcare" has been used as an overarching theme for self-aware, self-belief, self-reflection, self-care, knowing yourself and positive feedback. This theme was considered under the wider heading of "mindsets". It links back to the personal rather than the organisational view of resilient leadership and how the way leaders look after themselves is as important to their resilience as the behaviours they exhibit in carrying out their roles. Bagi (2013) suggested that burnout could be reduced, and thus leaders may be more resilient, if they developed a greater sense of self awareness and a healthy identity, developed greater emotional resilience, and practiced selfcare.

Being aware of one's own resilience and what improves personal resilience, rather than a more "blanket" solution was key. This links back to the importance of "being human" and recognising the human aspects of leadership. Having self-belief and confidence as a leader was valuable. To feel strong and confident enough to make decisions at a leadership level and inspire that confidence in others built a feeling of resilience and a belief that solutions could be found. Self-reflection was part of the learning journey, considering what had gone well, or not so well and what could be learned from that built resilience. Self-care was an area that featured high on the list for new leaders. This could be indicative of their level of confidence in bringing in experience from other parts of their lives to remind them how to bounce back from challenging times. It could be part of "knowing yourself" as they may not be as familiar to themselves as a leader in the early days of the role – thus less able to identify how to look after themselves at a time when selfcare is crucially important. Another area to cover for new leaders is how they are encouraged to think about their own resilience. Grant et al., (2014) discuss skills development in career progression to leadership roles, but resilience building is not featured as one of these skills.

This exploration of self, links back to the work on cultural intelligence and emotional intelligence. Being self-aware enough to adapt to both emotional and relational issues while assessing the cultural implications of the environment being operated in connects with the "whole self" approach mentioned by respondents.

Leaders talked about bringing their whole selves to the role and this meant that when they were "running on empty", it impacted on all aspects of their lives and thus their resilience was further impacted. This could be linked to the co-relation with compassion

fatigue and how much leaders in the sector care about what they do. It could also be linked to servant and authentic leadership styles as previously discussed.

5.2.5 Wider Themes

The previous section discussed the most prevalent themes that emerged from the research, but it would be remiss to not consider some of the wider themes.

Asking for help, knowing when to stop and celebrating success all deserve further consideration. To take the first behaviour, asking for help, it could be perceived that leader should know what to do and shouldn't need to ask for help. It might be worth thinking about what sort of help was meant here. This was interpreted not in terms of a need to delegate work (although it could be argued that this could sometimes be the case), but in terms of being stressed, stuck, unsure and close to burnout. It meant asking someone to listen, finding someone with a similar issue to ask how they dealt with it, or asking someone to act as a mentor to walk alongside or provide some "handholding" through difficult times. There was a reminder from those who had given help, that the feeling of wellbeing from supporting others and giving back meant that the ask didn't only benefit the receiver (Riessman, 1965).

Knowing when to stop was a behaviour which often came up in different guises; through self, knowing when "trigger points" were reached, and identifying when enough is enough and when there is a risk that the reservoir of resilience will run dry. Celebrating success could be linked back to knowing when to stop. Taking a break was identified as important, not just when burnout is close, but when milestones and successes are reached, to celebrate and take resilience from positive moments.

Experience and learning from mistakes came through as relevant behaviours. Linking back to the holistic view of resilience, leaders talked about the confidence they had gained from the experience of leading through difficult times in all walks of life. These ranged from the lessons of surviving a messy divorce which helped when dealing with staff fallouts and grievances, to surviving bullying as a child which provided an inner confidence to get through the difficult times faced as a leader. Learning from mistakes and seeing all experiences as opportunities to learn and do things differently, especially in times of change was seen as key.

5.2.6   Factors

Table 5.2 summarises the factors found from the research which will be discussed further in this section:

Table 5.2: Factors

Factors (Behaviours)	Factors (Understanding)
Governance	Information/Experience
Context	Control/stabilizing/addressing issues focus
Trigger points	Bounce back
Exhaustion	
Team	
Writing/planning/time as leader/motivation (outliers)	

The final term of classification used was "factor", defined as *"a circumstance, fact, or influence that contributes to a result"* (Oxford Dictionary). It could be argued that the questions were about behaviours – begging the question of why factors were included. The reasoning is that these factors were identified as having an impact on behaviours. Therefore, through the lens of assemblage theory and through Human Learning Systems, both concepts have a part to play in the exploration, and thus understanding of "resilience behaviours in Third Sector leadership". This shows that although leaders identified in a very personal way to their own resilience, they were also aware of things around them that could have an impact on their resilience.

Interestingly, as the Chief Officer reports to a governance board, the factor of governance came out strongly as having an impact on resilience. If the leader is not supported by their board and the relationship is not strong, this can negatively impact on resilience.

Exhaustion came through as a factor affecting resilience. Dealing with challenges continuously while exhausted was when leaders felt most vulnerable. This links back to a previous point, about knowing when to stop, taking time to rest and reflect, and coming back more resilient to deal with the next challenge. For some, practical actions such as writing, or planning helped them to feel more in control and more able to cope.

If the wider context and factors are considered at this point, ACOSVO, (2021) carried out a wellbeing, diversity and succession study and found that:

- *Scotland's sector leaders showed a huge disparity in feelings of wellbeing within work and outside of it. 86% rated their wellbeing outside of work as 'good' or 'excellent', but this dropped by a third to 52% when in relation to work. 43% described their work wellbeing as 'poor', whereas only 14% gave this rating outside of work.*

- *39% of leaders highlighted that they had felt the need to take time off for stress and burnout within the last year but didn't feel able to do so, with an additional 13% taking the time off.*

- *Many leaders receive little support in their role other than 'regular contact with their board' (69%) and an 'annual appraisal' (52%). Professional support networks like ACOSVO and having a mentor were highlighted by 54% and 33% of respondents as a source of support, with 'time' selected by 43% as being the biggest hurdle to getting the support they need.*

- *More than half of respondents (53%) said they wanted to leave their role in the next 5 years, with 71% of this group looking to leave in less than 2.*

This showed that wellbeing at work is one of the biggest challenges, and if looked at holistically, may be impacting on life outside of work too and thus making them more likely to burn out and have reduced resilience.

To reflect on the context of the future of work discussed in the introduction to this study, the speed of change of how we live our lives, and the part work has to play could all have implications and relate to the findings of this study.

The infographic shown below in Figure 3, although taken from a social media source is used as a representation of the change that is happening, it is backed up strongly by academic literature (Hooley, 2019; Baum, 2020; Henkens & Solinge, 2021; Korunka & Kubicek, 2017). It is given as a graphic example of how the employee has evolved in how they think and how they work. If we think of the leader from both an employee perspective and as a leader of those employees, we can see how working life has changed and how it could be argued that life and work have become more closely

entwined. Therefore, it may be less surprising than initially thought that resilience is seen as much more holistic across life and work.
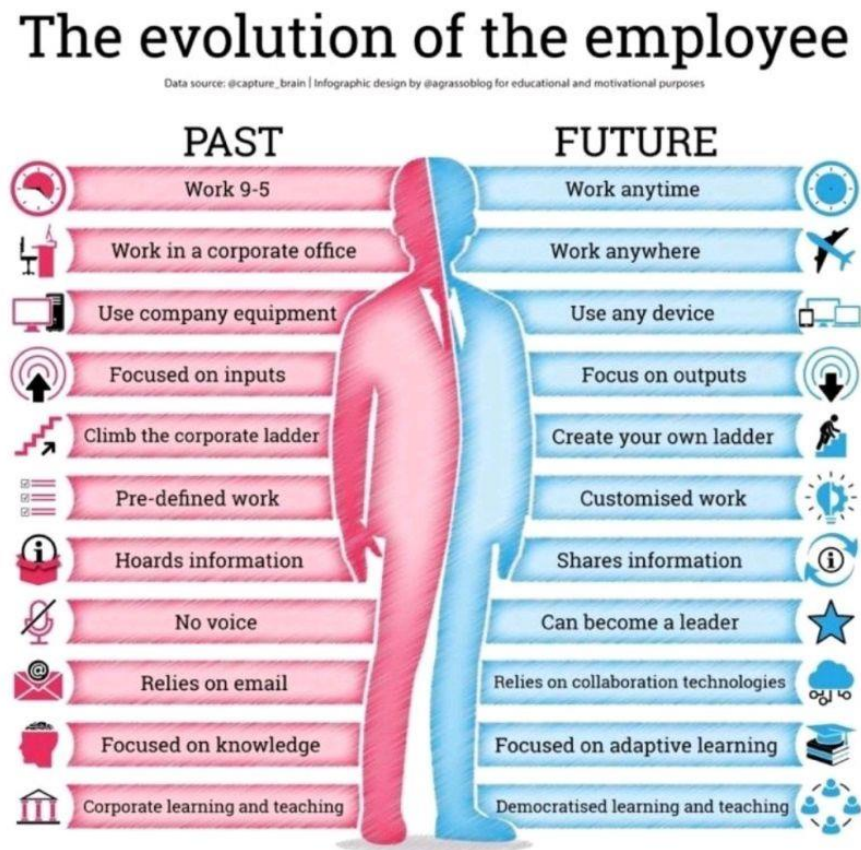
The evolution of the employee

Data source: @capture_brain | Infographic design by @agrassoblog for educational and motivational purposes

PAST	FUTURE
Work 9-5	Work anytime
Work in a corporate office	Work anywhere
Use company equipment	Use any device
Focused on inputs	Focus on outputs
Climb the corporate ladder	Create your own ladder
Pre-defined work	Customised work
Hoards information	Shares information
No voice	Can become a leader
Relies on email	Relies on collaboration technologies
Focused on knowledge	Focused on adaptive learning
Corporate learning and teaching	Democratised learning and teaching

Figure 3: The evolution of the employee, authors interpretation from social media

The influence of this thinking on the leader means that they have to lead in a different way to incorporate the employee's more holistic approach to work and life, but they must also consider what this means to them for their own resilience and how they sustain it. Their resilience could be further strained by the "always on" expectation and thus the lack of time and space to access the holistic activities that their resilience relies upon.

5.3   Context of Study

This section will firstly consider the conceptual framework identified for further exploration from the literature review and compare its relevance to the findings. The coping dimensions table (Figure 4) taken from Learning from Burnout, Developing Sustainable Leaders and avoiding Career Derailment (Casserley & Megginson, 2009) is

considered in relation to the findings of this research. It will also consider if there is a reconceptualising of the framework which would be useful to sector leaders.

COPING DIMENSION	BEHAVIOUR
SHARING A willingness to share work experiences with others during high-stress periods	• Does not sit and stew on things – talks to people they need to directly to resolve things • Talks situations over with family and friends to get advice from those with more experience; uses this advice to put situation in perspective
PROACTIVITY Takes urgent action to resolve existing or anticipated situations that will result in severe stress	• Comes up with alternative solutions to problems to stop high stress from happening • Focuses on controlling what is in their power of control, including own behaviour
BOUNDARY – SETTING Has a mature and realistic understanding of own capability; accurately accesses workload capability of delivering; sets clear boundaries around this; only flexes these boundaries on the basis of increased time or resources	• Sets clear boundaries- faces down those who try to usurp these • Assesses the importance of deadlines they are given. Recognises that some are unrealistic or unnecessary • Ask for more time or assistance
WORKING SMARTER Well-developed organisational skills, including the ability to prioritise, delegate and work towards a clear end point rather than working long hours and sacrificing personal and social activities	• Prioritising and goal setting: sets small goals to the next destination and then reviews from there • Takes the approach that 80% right is OK; perfection is fantasy
HOPE Visualising how things might be beyond the immediate, harsh reality of the situation	• Sees the opportunity in the situation more than the challenge
RENEWING Engaging in activities outside work that are personally renewing	• Does exercise and sport • Learns what helps them switch off completely • Understands they need time to process what is happening

Behaviour of high flyers who did not burn out

Figure 4: Coping dimensions, (Casserley & Megginson, 2009)

This framework was based on "highflyers", a term defined as those in their 30s, ambitiously pursuing their career from a corporate context. To compare with the Third Sector leaders, already at the top of their game and with a wide range of ages and years of experience, was a bit of a stretch.

The expectation was that in this different context, the coping dimensions to reduce burnout, and thus be more resilient, may be quite different.

The authors described burnout as "a work-related phenomenon most likely to affect those early in their career". The holistic findings detailed in the previous chapter, would not then be expected to co-relate too closely to this framework. The next section will take each coping mechanism (and related behaviours) from the framework and compare it with the findings. The following observations were made:

The strong peer support and networks findings mentioned under **sharing** closely relate to this coping dimension and the mention of family and friends connects to the more holistic elements of support found in the study. There was occasional mention of what could be defined as "proactive resilience", under the **proactivity heading,** such as self-care and acceptance of non-perfection (new ways of doing things). The holistic nature of the behaviours could arguably be a seen as a proactive approach. There was some mention of focussing on what was within control; this could be linked to an **Acceptance of non-perfection** and realising that not everything is within the leader's control.

The dimension of **Boundary setting** could not be co-related as strongly. Boundaries in the research findings were much more blurred in terms of and what should be defined as "work time" and when it was starting to encroach into family or leisure time. This could be linked to the changing world of work previously described and the boundary between work and home being much less defined.

It could also be argued that the dismantling of silos between sectors and the breaking down of barriers to achieve societal change means that boundary setting in the way we work across external boundaries may be less defined. As an example, volunteering on a voluntary sector board could be perceived as work or leisure time.

Working smarter had both similarities and differences between the framework and the findings. There was talk of work and life intertwining and the importance of having a balance, but not the linear boundaries referred to in this framework. The finding on acceptance of non-perfection relate to the elements of not always getting it right. It links to the challenge in current times of the perceived risk of doing things differently and learning from mistakes.

Maybe surprisingly, **hope** did not feature as strongly in responses. This could be as it is seen as inherent in the Third Sector as opposed to the private sector which the framework is based in. There was talk of optimistic mindsets, passion for the cause and making a difference in people's lives, but the term hope was not evident. Seligman (2011) argued that the key to building resilience was optimism and that people who don't give up interpret setbacks as temporary, local, and changeable thus feel less helpless and more able to deal with the situation.

The link to **renewing** that exercise and sport help us with the ability to switch off from work does relate to the findings and there was some consideration of how they also give time to reflect. Knowing when to stop which was highlighted in the research findings also relates to switching off. The difference in terms may be explained through the perception in the framework of life and work being more defined in the time when the coping dimensions research was initially carried out. The idea that leaders step out of one area to renew before stepping back into the other may explain the similarities which come from this area.

The expectation was that this framework would be very different from the findings of this research, but surprisingly, a significant number of similarities were identified. Despite differences in the date of study (13 years ago), geography, age, experience, and sector, the overarching difference is that the coping dimensions framework relates more to work and the organisation, whereas the findings from this research suggests that resilience is more holistic and the boundaries between work and life are not as defined. This could be due to changing times and how work is more flexible than traditional working hours or could be an element of sectoral specific ways of working and thinking as the original study was set in the private sector.

It may be worth considering the difference between coping mechanisms and resilience behaviours. Coping is defined as "the thoughts and behaviours mobilized to manage internal and external stressful situations and behaviours" and dimensions "an aspect or feature of a situation". Therefore, coping dimensions are ways in which highflyers cope in specific (work) situations. Behaviours are defined as "the way in which one acts or conducts oneself, especially towards others". The questions asked were specifically about resilience as a leader – but not in a work environment. This could indicate why

the holistic element came so dominantly in response. Consideration could be given to whether previous studies asked questions about resilience and burnout specifically at work and therefore the correlation between resilience at work and in wider life may not have come through as strongly. Herrman et al., (2011) found that definitions of resilience have evolved and referred to the evolution as positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity. They consider the interaction of resilience with other areas of life such as relationships and attachments. The fact that in this study, the behaviours mentioned were perceived behaviours from the leader's own perspective could also be an element for consideration.

In relation to the sector the highflyers were based in, the corporate sector, it could be argued that the Third Sector is not typical of business so difference in behaviour should be expected. The converse of this is that the Third Sector has "professionalised" over the years and leaders and their organisations would not survive if they weren't led as effectively and efficiently as any private sector business. If we consider the public sector, Elliott, (2020) suggest that public administration often operates in a crisis making it very difficult to consider future design and delivery of services. It could be argued that the size and scale of most public sector bodies would mean that they have the ability to adapt and change. It could be argued that the size and scale and background infrastructure of the public sector means that those working in the sector are removed from the impact the sector can have and therefore aren't as likely to "take their whole selves" to the role.

A reconceptualising of the framework to incorporate the findings from this research and to adapt to consider the behaviours, mindsets and factors that may improve resilience for Third Sector leaders is shown in Figure 5.

Coping Dimension	Behaviour	Mindset	Factors
SHARING A willingness to support and learn from each other	• Offers support • Find your tribe(s)	• Open to sharing • Open to listening	• Gain support from wide network • Holistic: know yourself and what you need
PROACTIVITY Considers wellbeing and actively puts support mechanisms in place	• Seeks out support • Understand what works for you	• Reflect and learn • Consider instinct and passion	• Understand your environment • Be aware of trigger points
BOUNDARY SETTING Be aware of the holistic nature of resilience	• Ensure balance in all areas of life* • Ask for help	• Balance Adaptability with stability • Be honest on boundaries	• Changing world of work • Engage governance and team
WORKING SMARTER Focus on mission and impact	• Accept non perfection • Be authentic	• Have confidence • Plan ahead	• Address issues • Draw on information and experience
HOPE Build on passion and vision	• Celebrate success • Be persistent	• Be optimistic • Accept positive feedback	• Hold the vision • Understand the context
RENEWING Have a holistic approach to wellbeing	• Non work activities • Know when to stop	• Be self-aware • Be honest about what you need	• Understand what can be controlled • Engage team / family

Figure 5: Holistic resilient leadership

Adaption of previous Conceptual Framework + Mindsets + Factors

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Holistic Resilient Leadership

This reconceptualised framework shows the adapted coping dimensions found in the study relevant to Third Sector leaders and shows them in a similar format to the previous framework. It then adds a column for mindsets and an additional one for factors. There is no "read across" in this framework, other than of the headings of sharing, proactivity, boundary settings, working smarter, hope and renewing which are each shown under behaviour, mindsets, and factors. The mindsets and factors are relevant to that coping

dimension, but do not relate directly to that behaviour being shown. Figure 6 has been further adapted to show this more clearly.

Behaviours, Mindsets and Factors which keep third sector leaders resilient			
Coping Dimension	**Behaviour**	**Mindset**	**Factors**
SHARING			
A willingness to support and learn from each other	• Offers support • Finds your tribe(s)	• Open to sharing • Open to listening	• Gains support from wide network • Holistic: non work
PROACTIVITY			
Considers wellbeing and actively puts support mechanisms in place	• Seeks out support • Understands what works for you	• Reflects and learns • Considers instinct and passion	• Understands the wider environment • Is aware of trigger points
BOUNDARY SETTING			
Be aware of the holistic nature of resilience	• Ensures balance in all areas of life • Asks for help	• Balances Adaptability with stability • Is honest about boundaries	• Is aware of the changing world of work • Engages governance and team
WORKING SMARTER			
Focus on mission and impact	• Accepts non perfection • Is authentic	• Has confidence • Plans ahead	• Address issues • Draw on information and experience
HOPE			
Building on passion and vision	• Celebrates success • Is persistent	• Is optimistic • Accepts positive feedback	• Holds the vision • Understands the context
RENEWING			
A holistic approach to wellbeing	• Acknowledges Non work activities • Knows when to stop	• Is self-aware • Is honest about what you need	• Understands what can be controlled • Engages with team / family

Figure 6: Behaviours, Mindsets and Factors

Figure 6 shows the holistic areas which need to be incorporated for resilient, sustainable leaders in the Third Sector. It shows that under each coping dimension of; sharing, proactivity, boundary setting, working smarter, hope and renewing, that as well as the coping dimension and behaviour, there is also a corresponding mindset and factor to take into account.

This reconceptualised framework interprets and brings together the findings from this research. It adds a contribution both to knowledge and practice and could lead to an adaptation of a range of tools with practical use.

Although this study comes from a qualitative axiology, the managerialist approach taken means that to have impact in practice, it may be helpful to show this more simplistically, by using a "practitioner shorthand" of:

$$HR = B + M + F$$

Where "HR" is holistic resilience, "B" is behaviour, "M" is mindsets and "F" is Factors. Thus, holistic resilience can be seen as an outcome of bringing together perceived behaviours with mindsets and factors. The coping dimension could be seen as the element of resilience and thus is not incorporated in the practitioner shorthand. Although this may appear a formulaic representation, no numerical values are ascribed, and the representation is used as a practical tool to simply convey the ideas developed in this study.

5.4 Summary

This chapter has considered the findings from the research and discussed and analysed them in relation to the aim of the study. The main learning drawn from this study, and the review of literature, is that although most previous studies have explored resilience from a professional, work perspective, it is more holistic, across all areas of life, and incorporates behaviours, mindsets, and factors. This has been evidenced through the interviews and subsequent analysis and will be concluded further in the next chapter of this thesis.

Chapter 6: Conclusions

6.1 Introduction

This chapter will revisit the contributions to knowledge and practice that, as a result of this research, this Doctor of Business Administration thesis offers. It will also detail the areas of research which would benefit from further consideration. The chapter is set out in sections covering the achievement of the research aim, contribution to knowledge and practice, strengths and limitations, and future research. It will finish some final thoughts and a consideration of the benefits and learning the DBA journey has brought to the author.

6.2 Achievement of Research Aim

The aim of this research is to explore behaviours which may influence and improve resilience for Third Sector leadership. It aims to do so by adding to knowledge and practice. This aim has been explored through a critical review of the literature, interviews with sector leaders and an analysis and discussion of the findings which has led to these conclusions. The chapters and what they achieved are set out below:

- Chapter 1 Introduction: The research topic was introduced, the boundaries of the research were defined, and the aim and objectives were set out. The context of the sector and its leaders was then explored, and the research gap was identified.

- Chapter 2 Literature Review: The relevant literature was explored and critiqued, and a conceptual framework was chosen for comparison. Through this review and the identification of the research gap, the key questions to be explored were developed.

- Chapter 3 Methodology: The theoretical underpinning for the research design and the rationale behind the methods used to carry out the research and develop this thesis were set out. Justification for the approach used was given and an explanation of the method chosen was detailed.

- Chapter 4 Findings: The data collected and the observations and findings that were drawn from this data were detailed. The key themes that emerged were mapped against the objectives of the study and the research questions asked.

Quotes were detailed as evidence of the findings and to give a "flavour" of the stories that were being told through this interpretive approach.

- Chapter 5 Discussion: The initial aim and objectives of the research were discussed and the main themes that emerged from the research and what this means for the resilience of Third Sector leaders was considered. The chosen conceptual framework was critiqued against the findings and a reconceptualised adaptation was presented.

- Chapter 6 Conclusion: The conclusions, insights and recommendations from the research were set out and the contribution to knowledge and practice were explored. Through this chapter, insights and recommendations which may improve resilience in Third Sector leadership were detailed.

A social constructivist, interpretive approach has been used, which aligned with the method of semi-structured interviews and the "no one truth" approach that resilience is a concept which means something different to each individual. Although this was borne out through the breadth of the findings, there were key themes which could be analysed to draw out the main concepts of resilience and behaviours that came through from both the literature and the interview findings. It is considered that the aim has been achieved and has been presented through an extended and reconceptualised framework which has been developed and which may improve resilience in Third Sector leadership. This has been developed and visually constructed in an accessible form and could lead to adaptation of practical tools, and a better understanding of resilience behaviours in Third Sector leadership.

During the research, it became apparent that the speed of change and the ways of working have evolved so much over the last few years, even without taking the pandemic into account, that much of the literature is based on a different concept of work-life balance. The fact that a large proportion of leaders work virtually now, and that the working day is no longer bounded by traditional working hours, means that a reconceptualising of both the concept of resilience and the behaviours, factors and mindsets involved need to be considered in a more holistic manner to gain both a wider and deeper understanding of the concepts.

In summary, the aim of this research is to explore behaviours which may influence and improve resilience for Third Sector leadership, and to do this by adding to knowledge and practice. To achieve this, the objectives have been to:

1. Critically review the literature on resilience in leaders: the relevant literature has been reviewed and critiqued and a conceptual framework was chosen for comparison. This framework has been reconceptualised to incorporate the findings of this research and thus may improve resilience in Third Sector leadership.

2. Explore what resilience means to Third Sector leaders: key influencing factor have been explored, identified, and analysed to inform this study. The findings have identified that Third Sector leaders perceive resilience as a concept that expands across all areas of life and cannot be viewed independently from purely a professional work perspective.

3. Critically examine leadership behaviours which impact on resilience: The research established what Third Sector leaders identified and perceived as behaviours which impacted on resilience and in addition found that behaviours alone did not impact on resilience, but that mindsets and factor also had to be taken into account.

4. Develop insights and recommendations which may improve resilience for Third Sector leaders: Insights have been gained into what resilience means to Third Sector leaders and a reconceptualised framework have been developed. Recommendations will be detailed in this chapter.

To this end, the research aim has been achieved through this study and detailed in this thesis.

6.3   Contribution to Knowledge

This research has resulted in two substantive findings.

The research has shown that resilience is more "holistic" than explained in the literature. Although the literature recognises that key relationships and support have a big part to play, the concept that all elements of life impact on resilience and that resilience at work and resilience as a leader do not stand alone from resilience in wider life, is not strongly ascertained.

The other key finding is that exploring behaviours alone is not enough to get an in depth understanding of resilience. Although the questions asked were on perceived behaviours, some of the answers given could be characterised as factor and mindsets and that all three aspects have a part to play. The following sections will look at each of these aspects in turn before summarising what this means as a contribution to knowledge.

Finally, the reconceptualised framework could contribute to knowledge by giving an additional "lens" through which to consider leaders resilience, and what behaviours may influence and improve it.

6.3.1   Holistic Life Resilience

The first question of the study explored what resilience meant to participants as Third sector leaders. The expectation was that because the question was asked in the context of their role, the answer would be work based and related to their role as a leader. The findings highlighted a range of themes which implied that resilience was seen as an element which was important across all aspects of life and was not only discussed from a work perspective.

The importance of knowing where to find support and to build networks across all areas of life came through strongly. The human aspects of resilience were also prevalent and evidenced through the importance of values, trust, impact, and kindness which were all seen as key to resilience. Adapting to change and continuing to evolve was a further theme. The theme of "self" had a wide range of aspects, from knowing oneself, acknowledging and understanding energy levels and being aware of limitations, and not taking things personally.

Participants gave examples of what resilience meant to them from all areas of life, discussing who they were as a person, what works for them to keep them resilient and what support networks need to be in place to support them when needed.

The role of the leader and the stresses involved were acknowledged, but the understanding of resilience and the way it was discussed was across a much wider scope than purely within a work setting.

6.3.2   Holistic Resilience Behaviours, Mindsets and Factors

The three key behaviour themes that influence and improve resilience were identified from this research as: holistic, acceptance non-perfection and peer support.

Holistic leadership behaviours were identified as non-work activities, work/life balance, family/friends, and being human. This holistic way of behaving, of not seeing only work behaviours as those that influence and improve resilience has been a key finding from this research which could have implications on both future research and on current thinking on the topic.

The behaviour of acceptance of non-perfection, bring able to try new things, not be afraid to fail and to learn from the experience and not always having to get things right first time, could be seen as vital in today's changing and evolving world of work.

The behaviours that incorporate and encourage peer support were also seen as essential as a way to influence and improve resilience in third sector leaders who often feel lonely in the role.

Each of these behaviours are explored in more detail in the findings and conclusions chapters, but the understanding that across all the questions asked, was that these were the key behaviours that came out most strongly and give a clear picture of what the more holistic behaviours are that influence and improve resilience in third sector leadership.

Alongside behaviours, the responses from this research identified that mindsets and factors also had a part to play in influencing and improving the resilience of third sector leaders.

The most prevalent mindset identified incorporated elements of "self". This included being self-aware, having self-belief, practicing self-reflection, considering selfcare, knowing yourself and benefiting from positive feedback. Other key elements that were identified included having a learning mindset, having confidence and being optimistic. This has shown that leaders have to have a much wider view of what influences and improves their resilience than previously understood. Much of the literature explored did not include mindsets as an element resilient leadership, or if it did so did not connect

it to the bigger picture alongside behaviours and factors as a concept of holistic resilience.

The most prevalent factors identified were governance, context, trigger points and exhaustion. The part the governing board has to play, the context leaders are working in, the trigger points they need to be aware of and the exhaustion they were suffering from at the time of interviews all contributed to influencing and improving resilience. It was also interesting that responses to how leaders understood resilience also resulted in factors being mentioned. These included the information they had available, the experience they brought to the role, and what sort of control they had of the situation. Much of the literature explored did not identify the factors that influenced and improved resilience alongside the behaviours and mindsets and thus did not consider the more holistic resilience thinking that has resulted from this research.

6.3.3   Contribution to Knowledge Summary

This contribution to knowledge is important as it could lead to a new understanding of the wider concepts of resilience. It incorporates the changing, more turbulent, world we live and work in and could influence and inspire further exploration of the theme by future research.

The reconceptualised framework detailed on page 109 could influence how the Third Sector is seen and understood both by researchers and by other sectors. The fact that there are similarities between Third Sector leaders and high-flyers in the corporate sector is a concept which may not have been previously explored. The wider understanding of resilience alongside the identification of the holistic behaviours that influence and improve it contributes to knowledge by adding an additional element, holistic, and a wider context, the third sector - which is rarely included in business research. In today's world of "triple bottom line" of people, planet and profit, (Elkington, 1997) the Third Sector could be seen as leading the way in this new thinking around holistic leadership resilience.

6.4   Contribution to Practice

This study has contributed to practice by exploring and potentially extending how resilience is considered by Third Sector leaders. When previously it may have been seen solely as a "work" issue, this study has contributed to the understanding of the role that

those other areas of life have to play, both in terms of adding to stressors, but also as a way of influencing, improving and thus building more holistic resilience.

It has developed a reconceptualised framework which will have an impact on how leaders in the Third Sector think about their resilience and what actions they may take to improve it. This work has also offered a practitioner shorthand to help aid the understanding of leadership resilience. This work may thus inform practice, could lead to further research, and could lead to the development of tools and techniques to improve resilience for Third Sector leaders.

The next section will consider the contributions to practice from each of the main findings.

6.4.1   Holistic Life Resilience

As discussed in 6.3.1, the finding that participants understood resilience from all areas of life could lead to a contribution to practice from the understanding of where both threats to resilience and ways to build resilience can be found. This means that when developing support for leaders, the wider, more holistic ways they live their lives will be taken into account.   Building good support network may start to be seen as not something that only needs to be considered in a work environment, but that social support networks are also important. It could also mean that more support could be considered for leaders going through difficult times in family life as it will impact on their role as a leader. This understanding could lead to support being developed which would take all aspects of the leader into account, and not just the elements seen as related to their working life. This practice contribution could have implications on how leaders are recruited, how they are supported, how their working lives are "balanced", and subsequently how they lead both their people and their organisations. It could also have implications for how they support and mentor aspiring leaders through the succession pipeline.

6.4.2   Holistic Resilience Behaviours, Mindsets and Factors

As mentioned in the previous section, the three key behavioural themes that influence and improve resilience were identified from this research as; holistic, acceptance non-perfection and peer support. From a practice perspective, the understanding of impact the holistic, or wider life behaviours means that a much more holistic approach can be

taken to practice. Considering resilience behaviours and tools and frameworks that support these behaviours will no longer only take into account behaviours and ways of doing things at work but can incorporate all aspects of life. An example would be the "coaching wheel of life" which could be used to consider levels of resilience in all aspects of life.

The understanding of acceptance of non-perfection as a resilience behaviour could be developed into training for both new and established leaders and manager. This would mean that the ability to try new things, adapt and change to circumstance and the development of a culture which doesn't apportion blame onto failure but sees it as a way to learn and innovate, can be cultivated.

The importance of peer support to improving resilience could be nurtured and developed and more widely recognised. Developing relationships can sometimes be seen as a luxury when the focus is internal for leaders in difficult times. Knowing that it is important to develop a wide range of peer support networks to thrive gives credibility to the need to focus time and energy to building these networks.

Also mentioned in the previous section, the responses from this research identified that mindsets and factors also had a part to play in influencing and improving the resilience of third sector leaders.

The identification of mindsets as an influencing factor on improving resilience will bring a contribution to practice of an enhanced understanding of this concept and the potential for the development of both emotional intelligence and cultural intelligence as being key to improving resilience. How leaders think in addition to how they act will be incorporated into thinking and consequently to how tools and models are developed and used in support and training of third sector leaders.

The identification of wider factors and context that leaders operate within, and the impact they have on resilience may also add a contribution to practice. Leaders will not only look inwards at what is impacting on their resilience but will have gained a better understanding of the external factor which are impacting their resilience. There may be a better understanding of the impact of considering what is and what is not within their control.

6.4.3   Contribution to Practice Summary

This contribution to practice is important as it could lead to new ways of working and the development of new and reconceptualised models and tools. The reconceptualised framework developed from this research could influence the advancement of these models and tools by giving a clear indication of the behaviours to be taken into account. It will make a contribution by widening the practical understanding of the wider concepts of resilience both for current and emerging leaders. This may lead to a reduction in burnout and thus more resilient leaders. The identification of holistic resilient behaviours and the importance of mindsets and factors in the equation will mean that the way leaders are trained, developed, and supported through face to face learning, development tools, literature, and training methods, may all benefit from this understanding.

6.5   Summary of Contributions to Knowledge and Practice

Through these findings, this study has contributed to the extending and widening of the concept of resilience in Third Sector leadership. It has also identified and explored what part behaviours, mindsets and factors have to play in the equation. Participants have come from the position of leadership with the act of leadership being explored through behaviours. The motivations of third sector leaders have also been considered. With all these aspects taken into account, it has reconceptualised a framework designed for highflyers in the private sector to be relevant to Third Sector leaders in the way they think about resilience and their own wellbeing as a leader. It incorporates a wider view of what areas of life and work impact on a leader's resilience and gives a range of areas for consideration on building resilience in Third Sector leadership.

The study also incorporates the changing world we live and work in and what this may mean in relation to studies and learning from previous periods. It tells us something new about leaders and the support they need to improve and influence their resilience and fills a gap in both knowledge and practice. This work is potentially applicable and transferrable across countries and jurisdictions with like governing systems, and possibly more widely across geographies. It could also have implications for cross sector collaborative leadership by improving understanding of what influences and improves resilience across different sectors, thus potentially aiding leaders understanding of how best to work together and support each other in their leadership roles.

6.6 Strengths of Study

That the study was conducted within the Third Sector is a strength, as is the fact that it focussed on leadership in Scotland. The majority of research on leadership is conducted in the US and focusses on the world of business. It is generally less common for third sector organisations and their leaders to be the focal point of research**.**

The in-depth nature of the research, the interpretive approach taken, and the sector knowledge and understanding of the researcher could also be seen as strengths. These elements mean that the research has been carried out "by" the sector, for the sector and with the sector and could thus give it more credibility and more likelihood of it being incorporated into practice.

The managerialist approach and output, alongside the potential for practical implications can also be seen as a strength which could build on sectors leaders' ability to both understand and improve resilience. The potential for current tools, models, and approaches to use the findings and the reconceptualised framework to consider how they can learn from this approach is significant. The learning from this work means that they could be adapted and developed to incorporate the findings. There is also the potential for new practical tools to be developed to incorporate the findings and be used with leaders in the sector to influence and improve their resilience.

6.7 Limitations of Study

The breadth of the focus could be seen as a limitation to this research. The sample size, the size of charities chosen, the time in post of the leader, the general nature of the wider sector, whether urban or rural, whether gender, age, or background of the leader could all be seen as aspects that when considered in more detail could have implications on the findings and thus the impact on the sector and its leaders.

The literature considered focused on leadership and resilience, and it could be argued that a wider consideration of behavioural science may have taken the research in a different direction and explored specific behaviours, why they occur and how they impact on resilience. It could also be argued that conducting this research out with the period of the pandemic may have given a different insight, but the pace of change in so many other areas of working life may mitigate this consideration.

6.8   Future Research

There may be merit in expanding this research to include a comparison with other sectors. This could consider if the changing world of work, as it becomes more flexible and more turbulent, contributes to a similar holistic expansion of how resilience is identified and thus the behaviours, mindsets and factors that have been found in this research.

There is also scope in exploring, considering, and developing both reconceptualised and new models, tools, frameworks, and guidelines specifically for Third Sector leadership as an expansion of this research.

Any of the limitations detailed in the previous section could be also addressed by future research to explore the specific areas mentioned (the sample size, the size of charities, the time in post of the leader, the influence of place (e.g. urban or rural), gender, age, or background of the leader). The specialisms of the sector could also be a consideration. Are leaders in the Environmental, Children's', Health, or Housing subsectors more resilient for example. This could prove a useful way of identifying areas where learning could be shared and better understood between different contingents of the sector.

Whether there are specific aspects of being based in Scotland which have an impact on resilience could also be of interest to explore.

A further aspect for potential future research would be to consider how senior manager, and governing bodies view the resilience of their Chief Officers. For senior managers, whether they recognise potential for burnout in their leaders, whether tools could be developed to help this identification and what this might mean for themselves as aspiring leaders as they consider moving into the roles. From the study mentioned previously (Wellbeing, Diversity and Succession, page 101), which identified that almost 50% of leaders plan to leave their role within the next 5 years, how to support new leaders, aspiring or early career leaders in their role could be an important aspect for further consideration. For governing bodies or boards of trustees, a deeper understanding of resilience behaviours and how best to support their Chief Officer would also be a valuable resource.

6.9   Insights and Recommendations

An objective of this research is to "develop insights and recommendations which may improve resilience for Third Sector leadership". To meet this aim, the insights that have been drawn from this research have been incorporated into the recommendations that have been detailed below.

The recommendations which arise from this research can be split into three areas; the literature which pertains to the sector, the conceptual frameworks which are used, and the learning both within and across sectors which can come from this research. In addition to being separate recommendations, consideration should also be given to the collective recommendation that sits across all three; that the literature, conceptual frameworks and practical learning and application, all need further attention in relation to third sector leadership. Finally, the importance of taking into account the changing work of work in relation to all of these recommendations is necessary to for the desired outcome of influencing and improving resilience in third sector leadership to be fulfilled.

6.9.1   Literature

When considering resilience through the lens of Third Sector leadership, caution should be taken when using literature from other sectors. Although many areas co-relate and are relevant, a wider understanding of the sector and more academic literature is needed to underpin the credibility of future research. Thus, there is a recommendation that more research could be carried out specific to the Third Sector, and that incorporates the Third Sector. How this is funded, where the focus could be, and what outputs are needed should be developed in partnership between academic institutions and the sector itself. Examples of good practice could be explored to develop this work.

There is also a call for more research from the Third Sector to be recognised. A recent guide offers a framework to building trustworthiness into sector research (Bonetree et al., 2022). It is also a recommendation that more cross-sector work could be developed in this area. Work across private, public, third sector and the academic world could lead to a better understanding of resilience for all leaders across sectors.

6.9.2   Conceptual Frameworks

When considering conceptual frameworks to support and develop practice, similar caution should be taken. Rather than being adapted to suit the sector, there is a

recommendation that the sector could develop conceptual frameworks specifically for their needs and which take their specific context into account. Only by developing frameworks specific to the needs of third sector leaders can the insights and understanding of what resilience means to them and how to improve it can be properly understood.

Once developed, these third sector specific frameworks could then be considered for suitability and adaptation for use in other sectors with similar motivations. This shared understanding could also aid collaborative working between as we move towards a more holistic future.

These frameworks could also lead to the development of relevant tools and models, which could subsequently influence how leaders are trained and supported. This would then enable them to incorporate and consider what may influence and improve their resilience in their leadership role.

6.9.3   Learning Within and Across Sectors

As the way of the world is changing and all sectors move towards the triple bottom line approach (Hacking & Guthrie, 2008) the Third Sector could be seen as leading the way in this exploration of resilience. Developing this work and exchanging knowledge across and between sectors is recommended as an approach to take forward. There are examples of good practice and models and tools which could be examined to support this approach. The importance of building cross sector relationships is key to the success of this recommendation and for the programme for Government previously discussed in section 1.1.2.

This study examined a conceptual framework developed from research carried out with "high-flyers" in the corporate world. Although the findings of the research necessitated the development of a reconceptualised model to incorporate the insights from third sector leaders, it is interesting to consider that although there were many differences, there were also many similarities. To go back to the work of Middleton (2014) on Cultural Intelligence (previously mentioned in section 2.1.3), the ability to cross the divides and thrive in multiple cultures is increasingly needed by leaders to succeed in our current times, and is thus essential for being a resilient leader in any sector.

6.10 Final Thoughts

In today's world, how we view resilience has changed. It is much more something that impacts across all areas of life. The support needed to improve resilience and thus minimise risk of burnout therefore needs to be more holistic. Support frameworks, models and writing should no longer be separate entities dependant on context, or whether risk of burnout is at work, due to personal issues, or is related to society, sport, or external factors. If the behaviours needed to improve resilience occur across all parts of life, then the support, including the frameworks, the models, and the literature, must be holistic and work through a whole person approach rather than only on a single part of how a leader lives their life.

The term "fix the roof while sun is shining", which could be thought of as "proactive resilience", is an area to consider. Most leaders interviewed didn't wait until they were at the bottom of the curve before they started to think about resilience behaviours. Instead, they were considered on a daily basis to ensure that the "resilience reservoir" was always topped up and ready to be drawn on. With a current focus on wellbeing (Kotera et al., 2022), at an individual level, at a global level and at an economic level, this proactive resilience could be thought of as part of this picture. It sits much more aligned to how we think of wellbeing than the traditional definition of "bouncing back after a setback". Leaders are considering in advance what will make the depth of bounce shallower and the comeback quicker. It could be argued that thinking around wellbeing as a leader, including programmes like active leadership (networking and peer support while being active), are in the early stages of their development and this work on resilience could be developed in alignment with this theme going forward.

A story quoted in Obama's, (2020) book, told how his daughters were holding him to account about an oil spill. He used this as an example of how sometimes as a leader, the weight all sits on your shoulders, and that weight can come from all aspects of life, so it makes sense to think that the answers to being resilient come from all parts of life – and not just work.

It should be considered whether some current frameworks, models or tools used in training, support and development of leaders could be reconceptualised to incorporate the more holistic thinking and approach.

This thesis maintained focus, the outcomes will add value to the body of knowledge, and it has practical implications. It was written and presented as partial fulfilment of the requirements of a Doctor of Business Administration (DBA). It is important that the outcomes contribute to knowledge, contribution to practice in the form of the reconceptualised framework and are made widely available across the sector.

6.10.1 Learning and Resilience through the DBA journey

Gibbs, (1988) reflective cycle and Broadwells, (1969), stages of competence model were used to reflect on the process of carrying out this research and writing this thesis. The frame of the resilience of the author and the behaviours, mindsets and factors were taken into account and written up through a reflective journal.

The findings from an author's perspective confirmed the assertion that resilience is "holistic" in that all aspects of life have a part to play. It confirmed the understanding that mindsets and factors have an impact on leaders' resilience, and that behaviours are not the only aspect of understanding resilience.

In conclusion, as an author, I realised I had moved from "looking over the fence" at academia, to "stepping in each other's shoes" – in this case, the shoes of an academic!

This learning will stand me in good stead as I move to a new role developing leadership within the NHS.

6.11 Summary

This research and the resulting thesis have taken the reader through the introduction of the research topic, the literature being reviewed, and the methodology chosen for the research. It has then detailed the findings, analysed, and discussed those findings and drawn conclusions and recommendations. The aim of this work to "explore resilience behaviours of Third Sector leadership" has been fulfilled and the objectives have been achieved.

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Appendix 1: Quotes from Research Participants

Table A.1: Quotes from Research Participants: Understanding Resilience (Personal)

Theme	Quote	Participant
Holistic / Networks / Teams	"You know the work comes first I think, and I think the personal bit is second and I think we probably have, you know, two pots of resilience. As leaders. We've got an organizational work point and we've got a home part and I think we draw them on different ways in different times and It's not always clean cut, but I think you know it's perfectly possible to be very resilient to work and challenged at home and vice a versa, so I think people are able to compartmentalize more than we give them credit for".	13
	"Think it's about resilience on all the different fronts that you need to understand because as a third sector leader. A lot of people stuff you know in that that can be hugely, you know building or depleting of your resilience"	20
	"Some of it will be more pressure than others, so you might be more resilient in the funding thing, 'cause you're hugely optimistic. And where are the people? They deplete, your resources more, so I think there's a resilience within different factors"	20
	"I think from a third sector leadership point of view, I probably think about resilience in two ways. I think there's probably that kind of personal resilience, and then they can have the organizational resilience".	20

	"……Can sustain yourself in your role even though the role is changing, and the world seems to be falling away from under your feet that you can stay grounded in some way and focus on the role part of that. Resilience has to be bringing your teams with you".	18
	"For the organization to be resilient, you need to have it as an alliance amongst the staffing team and the board to take it forward. And that's certainly something that we've kind of been exploring"	19
	"I think for me it's about having the right people. The right networks around me to draw on"	16
	"Sometimes you can be professionally fine, but what's going on for you elsewhere personally could have an impact on your ability to be a good third sector leader, and we know obviously vice versa. So I think resilience for means you have to have resilience in your whole person to then I think be able to have resilience in the workplace as well".	20
Human / Values / Trust / Impact / Kindness	"I think that that doesn't mean, as I say, not showing that there's a human side to it and not going. Oh my God, this is really difficult"	09
	"So, at one level it's just about learning and preparedness. Another level is about all the stuff around personal ethics, integrity, character"	10
	"It's being that you know, caring about what you do and who you are, so you don't just take arbitrary decision.	11

	based on Lack of emotion so you know it's bringing your whole self to. It's known that you are part of the system as well as part of the solution and part of the problem. So, and in part of that, resilience is about sustainability because you're only as good as how you deliver"	
	"it's all about impact and showing impact and being the… you know the words I come to this a lot of people that talk the talk but walking the walk as well so it's doing the difficult things you know"	11
	"The values that I believe need to be modelled for not only internally but externally, so it's a values driven thing is resilience I believe"	11
	"Personal resilience that is a by having a trust in yourself and your ability to trust others"	04
	"……about love and about values and appreciation. I am uncomfortable when resilience is worn as a badge of honour by people and almost this suggests, look how tough I am and resilient"	22
	"I think the most important word I associate with resilience, and it sharpened in the last 18 months, is compassion and kindness and those two words and I think I, uh, resilient leader, I understand the need to be compassionate and to and be kind and see kindness, kindness to themselves and seeking it, but also acknowledge kindness from others"	22

Evolving / Moving Forward / Adaptability:	"It's about continually evolving continually keeping up with the trends of the changes that are happening around you"	10
	"It's about moulding and bending yourself as a leader around a problem"	09
	"I would say to keep moving forward"	19
	"I'm not able to do those things. That means I'm not coping. Change course".	21
Selfcare	"So, resilience for me now means self-care and I'm getting better at that"	08
Energy / limitations/ knowing yourself	"… I think it's really important to know what your limitations are"	22
	"It's about having the energy at the end of the day to still have a good quality life outside of the organization"	21
	"It is about the ability to cope, and about managing your energy so that you are coping and managing what needs to be done within the organisation in a way that you are managing your own integrity and your own health and wellbeing. So, for me being resilient means I am coping"	02
Not taking things personally	"it's about maintaining your positivity and being able to step back, and try not take everything personally I think"	24

Table A.2: Quotes from Research Perticipants: Understanding Resilience (Factors)

Theme	Quote	Participant
Experience / information:	"I suppose the wherewithal, the experience, and the skill set to kind of weather kind of all this happening just now……. I kind of find myself most often drawing upon sort of experience skill set in network as kind of factors to support that"	12
	"How you learn from different experiences highly that impacts on your behaviours and also on your state of mind. I think that's the most important thing is how do you feel you can go on? How you're able to deal with issues as they come up."	24
	"For me it's assimilating a lot of information"	14
Control / Stabilizing / Addressing Issues / Focus	"You've had to sort of adapt and develop and, and you've had to develop a sort of resilience around that as well"	19
	"I think resilience for me is about being able to kind of take the shocks in the system that you get and still being able to chart the course that you know you intended for the organization, and so you might have to kind of deviate your course a little bit, but it's still about taking the organization in the direction that you want to, and you have to"	16
	"It's about moulding and bending yourself as a leader around a problem, so I always like to see a problem and work it. I don't like to hide from problems. I like to put them right in middle of the table and rip them apart and deal with them and address them head on"	09

	"And if you can be kind to others and be useful in a feel like I'm using it now in this role, I can be steady and swanlike when others are panicking that, well, that's right that that's OK. That can come to a place, and that's why I'm hopefully I've been able to take their organization"	15
	"I suppose power that shielding other people, but also, it's about me feeling like I'm, I suppose control. I have controlled in of what I know I can do what I know I don't have control over. And I find that the resilience for me is about digging deeper into owning what I can control"	09
	"To kind of stay focused when there's distractions all around"	04
	"Resilience is not being undone and even when you are overwhelmed it feels important to contain"	15
Bounce Back	"I think resilience for me is about being able to kind of take the shocks in the system that you get and still being able to chart the course that you know you intended for the organization, and so you might have to kind of deviate your course a little bit, but it's still about taking the organization in the direction that you want to, and you have to"	16
	"It's about moulding and bending yourself as a leader around a problem, so I always like to see a problem and work it. I don't like to hide from problems. I like to put them right in middle of the table and rip them apart and deal with them and address them head on"	09

	"And if you can be kind to others and be useful in a feel like I'm using it now in this role, I can be steady and swanlike when others are panicking that, well, that's right that that's OK. That can come to a place, and that's why I'm hopefully I've been able to take their organization"	15
	"I suppose power that shielding other people, but also, it's about me feeling like I'm, I suppose control. I have controlled in of what I know I can do what I know I don't have control over. And I find that the resilience for me is about digging deeper into owning what I can control"	09
	"To kind of stay focused when there's distractions all around"	04
	"Resilience is not being undone and even when you are overwhelmed it feels important to contain"	15

Table A.3: Quotes from Research Participants: Resilience Behaviours (Holistic)

Theme	Quote	Participant
Holistic	"It's about having a balance in life, having other things to do and other ways to switch off and not apologising for that. I don't apologise if in the middle of the day I am out digging my garden as that's when I have my best thinking and best ideas"	02
	"And I think that there's a balance of trying to work sensible hours and having a work life balance, having hobbies out with work. And it's also, you know, time for family. And then I've got a real difficulty with the 80 or 90 hour work weeks that some leaders do or is out there that you to get ahead, you need to be at the office 8:00 o'clock and I think it's important to have to be a resilient leader. It's behaviour around rest and relaxation because I think it's not quantity, it's quality. And if you always focusing on quantity, as in doing lots as we often are, you often give up what quality can be"	11
	"If you find yourself kind of working long hours and overstretched and about to go off as I am on a two week annually period, which is probably not going to be annual leave in the traditional sense because there's a lot going on still and that will need to be across when I'm away"	12
	"There is definitely something about having sufficient time outside of work, both in terms of knowing when to stop for lunch, knowing when to stop at the end of the day, knowing when to take a holiday"	21

Non work activities	"I have found you know the actually an hour of gardening at the end of the day brings a calmness and a pleasure that I didn't know existed a year ago"	13
	"I've got a dog so when I take the dog for a walk, I tend not to have my phone on"	19
	"But really, the thing that keeps nourishing is wild spaces"	15
Work-life balance	"You know switching off the computers and the tablets and all that and having a good sleep"	03
	"…and I think that there's a balance of trying to work sensible hours and having a work life balance, having hobbies out with work. And it's also you know, time for family"	11
	"One of the things I do try very hard to do is to have cut off points on not checking emails after a certain time"	09
Family / friends	"Being a dad coaching, walking the dog, or probably sleeping, you know that's kind of it"	12
	"You have to keep remembering. You can do it and draw on everything that you can and draw on friends, family, and colleagues"	18
Human	"It feels it feels important to be Human but to show strength"	15

	"And I think the most important word I associate with resilience, and it sharpened in the last 18 months, is compassion and kindness"	22
Outliers: volunteering, faith, humour, mental wellbeing	"So volunteering is important, so I've volunteered for over 20 plus years…"	11
	"you know, talking about emotions in the workplace is hard enough, but talking about a spiritual or spirituality or so is still not heard of. Yeah, that's why I'm trying to bring my whole self from my heart, not just my brain"	11
	"I firmly have a belief system that the meaning of life is to find your gifts and the purpose of life is to give them away"	11
	"There are days when all just seems it is getting on top by thing in general and with humour actually. Well, maybe gallows humour, but I think those are the qualities that would come to mind"	06
	"I think it's just all that physical mental health. Just looking after myself, eating well, walking the dog"	17

Table A.4: Quotes from Research Participants: Resilience Behaviours (Other)

Theme	Quote	Participant
Acceptance of non-perfection	"Things aren't perfect, and they don't have to be perfect. I probably put ourselves under more pressure than anyone externally is actually trying to put us under, and now it's ridiculous"	21
Honest / Authentic	"It's also about being honest with your staff and the people round about you to say, "I need a break" and I'm switching off for a while"	02
Adaptability	"It's about being able to cope and adapt to change"	21
	"You've had to sort of adapt and develop and, and you've had to develop a sort of resilience around that as well"	19
Communication	"And yes, I think it is about delegation, but it's also about, I suppose if you know if my resilience as a leader is challenged or down and times are tough and we have to do some difficult things, then what I want to be able to do is tell my stakeholders"	13
	"I think communicating more so when resilience is lowered"	13
Sharing / Peers / Teams:	"There's a behaviour as well about the honesty that you have when you're sharing with your board"	21
	"Openness and not reactive, and it's being reflective and also is sharing"	11

	"I benefit from both formal and informal networks - people outside the organization, but also within the organization that we're that we're connecting with"	21
	"In terms of your leadership behaviour, it is having your peers, having your gang, so that you can have you all your meltdown, your bad behaviours, your tears somewhere else so that when you are in your organisation you are stoic, you're calm, dependable and you're marching on doing what is needed"	02
	"I felt I would be the most resilient version of myself to create resilience and my team was too"	09
Time / Control / Stability	"I have a temptation to pull in and try and control more and I have to fight that urge because actually its maybe good for me, but it's probably not good for the people who work with me, so I have to really kind of fight that urge and controlling decision making and centralizing decision making and really kind of keep calm"	13
	"You have to be that swan…. I've often use. This one is variously on top and paddling like crap underneath"	09
	"Slowing and listening and reading"	09
	I think it comes down to kind of like your stability of governance, your stability of team, your stability of funding, the reserves that you have in place, the impact on programs and activities.	12

	"That generates a sense of stability amongst the team so I can control the words, but the behaviour that I can demonstrate is, I suppose a clarity of how do I stabilize, what I can stabilize?"	09
	"Demonstrating a calm, collective response. Not instantly jumping into say you've got the solution"	09
Responsibility	"A balancing behaviour of not being the font of all knowledge or and it's a difficult one, is not thinking that it all falls on me"	11
Research / Experience:	"I did a lot of research into how organizations who survived the 2008 crash. What did they do? Companies not charities. Of course, it's not really documented, but I read a lot of the Financial Times and the 2000 and 2009 but additions. How did companies survive the 2008 crash? Because it was the only thing I could think of that was the closest. So, I suppose it's that behaviour of trying to slow yourself down, not speed yourself back up"	09
Outliers: celebrating success / decisive / persistence / consistent / writing	"It's realising where you are, part of the problem that people keep going and keep going and don't notice you're hitting rock bottom, so recognising it is the first thing, acknowledging it and saying it out loud to the people round about you, ask for help, start then to put a plan of people together moving forward, it's not down to you as an individual, that's the first thing Recognize it acknowledge it and , ask	01

	for help. There's a lot of leaders not good at asking for help"	
	"So, I think my part, my resilience is putting some boundaries in place to make sure you're not burning yourself out"	20

Table A.5: Quotes from Research Participants: Improves Resilience (Personal)

Theme	Quote	Participant
Moving forward	"But in spite of sometimes using the phrase bounces from back from a setback, actually I think sometimes the resilience is about stepping into something without a setback"	10
	"You know the ability to just keep on going - if you keep on keeping on"	17
	"So, for me it's not necessarily just about bouncing back what you find. The resilience is about the opportunity to notice what you didn't take that you should have or the things that you should have stepped forward into. And how do you keep pushing. Keep keener, driving yourself to look at the opportunities both for you and the organization"	10
Peers / sharing	"(having) really good people to share with, so having a mentor is important. But then having peer mentors and also having people that are not in my industry and also get quite a lot from volunteering"	11
Celebrate Success	"When things are going well, I really like to celebrate success, so I like to tell colleagues or other colleagues have done well and to share and celebrate that about and to celebrate that publicly. I think there is something around learning from excellence rather than learning from failure"	13
Making a difference	"The thing that is a motivator and helps bounce back Is knowing that I made a difference or that the organization	13

	has made a difference to people over here to serve and so really being very close to the front line as important for me and I think important for others to maintain their resilience"	
Simplicity	"Keep it simple. I think is one thing that's got me through the pandemic"	11
Authenticity / integrity	"I think authenticity, integrity you know, no mismatch between what you say and what you do is fundamental is just this huge"	10
Positionality	"It's easier to fall in your face and get back when you can see it from children. they fall down and get back up again. It's harder when you when you take those risks when you're already got something or a position"	10
Holistic	"that's why I'm trying to bring my whole self from my heart, not just my brain"	11
Planning	"Work out what you want to do and go for it. So have a really clear set of objectives"	13
Acceptance of Non-perfection	"I think I would have lowered my expectations during the pandemic, and I think it took me a little while to realize that I can't do all the things I want to do or make all the changes I want to make.	13
Knowing When to Stop	"And I think there is something about that cell phone that wellness and resilience is when to stop, when to stop pushing a or knocking your head against the wall as we've	11

	all done, but also knowing when to make a passionate elevator speech"	

Table A.6: Quotes from Research Participants: Improves Resilience (General)

Theme	Quote	Participant
Peers / Lonely	"It's just about peer to peer support. I think that knowing that somebody else is having a tough time tackling something. Can be enough for a lot of people"	09
Mentor Support	"It's about having an outlet. Having people that you can trust out with an organization"	10
Confidence	"Sometimes resilience is about people understanding roles or people's feelings. They have the skill set and the confidence that they do, and I think for me resilience is quite heavily tied up in leadership"	21
Leadership	"You know if we support people to get leadership right, they will. They will effectively become more resilient in the process. I can't prove that it's just a theory"	21
Non Perfection	"That phrase good enough and using that phrase good enough they had a terrible management. I don't like it, but it also a terrible word, but it's kind of a drain. And if it is about being efficient and effective, it isn't so horrible.	10
Factors	"Because of the vibrancy of our sectors is that networking and mutual support and they have coffees together and do partnership that is partnership as it's not ego driven. But I think the bit that this biggest challenge is getting appreciated as we have been during the pandemic with the third sector. So, it does sound like we've got the bronze prize"	11

Context	"Because the funding context, the regulation context, the partnership context. All of these things"	21
Pressure	"But there's also some macro stuff around the third sector context, and I think, you know that we have to have a, I think a bit of a conversation on a policy or strategic level in the country about what it means to be a third sector manager in Scotland. Because the funding context, the regulation context, the partnership context. All of these things inadvertently put pressure on to leaders."	21

Table A.72: Quotes from Research Participants: New Leaders

Theme	Quote	Participant
Peer Support Network	"….making sure that you've got the network now that could be other third sector leaders, which I would highly recommend, or even ….. really good friends understand the kind of work that you do but finding another place to take some of the oh, that's so annoying stuff"	20
	"I think particularly for someone new is being able to maybe find someone that's a bit further on in their career to have that may be sounding board to get it to get to be able to speak so now, but not necessarily in the same sector, but certainly someone that's at the sort of same level to if you've got a problem or you want something to talk through"	19
Cross Sector	"It's finding people that knew enough of what you're talking about, but not too much"	10
Ask for Help	"Yeah, and sometimes I think it is just a case of being honest. I guess down the way as well as obviously we saying I am actually struggling. Maybe I can do with a bit of support or a bit of help"	19
	"Never be afraid to go and ask for help. But believe in what you're doing as well"	16
Selfcare	"actually, thinking about looking after yourself and rather than having to remember having to be reminded that you should do that, I think go easy on yourself"	24
	"Go easy on yourself, get the basics right"	21

Team	"And I encourage mostly just to have a good second in command of all from being a good second in command. I would describe you know. So, you need good relationships"	11
Experience	"What you've done in life, you will be using everything at your disposal to sort out the problems that come your way and just have the confidence that you would have got the job if you couldn't do it"	18
Positive Feedback	"But equally, I probably do need a space for someone to say "do you know what, you're doing well"	10
Not to Please	"Your job is not to please people - if you're not, you know, being criticized, you're probably not influencing anybody."	10
Reflect	"I think taking the time to understand the strengths and weaknesses of the organization you're in is really important and not to rush to quick judgments on those things"	13
Non Perfection	"Every day there's something that's like that and you just yeah, you just pivot, learn from it and move to something else"	16
	"You know you don't have to do everything yourself and you don't have to be perfect"	24
Role Model	"There's so many incredible leaders in the third sector"	12

Health	"So, I think it's important to keep yourself physically healthy"	11
Balance	"I think this balance absolute balance. All the things that we're talking about before and making sure that. I mean, I think any new role in any step up"	20
	"… get a work life balance as soon as possible and hang on here"	17
Clarity	"Get clarity on what my leadership role is and what my roles were and also what you know. I think it's easy when you're younger to over promise and under deliver. I would really want to get into the under deliver under promising and over delivering. "	11
Learn (from mistakes)	"I think that beginning point is always a steep learning curve and you should embrace it as a steep learning curve and learn what you can"	20
	"Yeah, and the biggest thing to tell people as you learn more from your mistakes and your failures then you do your successes so it's important to embrace that"	11
	"And in fact, taking enough risks to make many mistakes and get yourself into supportive environments to accept that 'cause you know when people are only success driven"	11

Table A.8: Quotes from Research Participants: Mindsets

Theme	Quote	Participant
Self-aware	"If you're a leader, you really need to be very aware of your own abilities and your own limitations"	22
	"It about knowing myself, knowing how I tick, my energies"	02
Self-belief	"You know I'm doing the right thing and that's something that that's an important question to ask"	13
Self-reflection	"You know I'm doing the right thing and that's something that that's an important question to ask - and I think as leaders we often have limited opportunities to ask that question and get answers on it"	13
Selfcare	"Better to keep yourself as well as possible rather than constantly trying to fix yourself once you're not so it's all linked into self-care"	01
Know yourself	"One of the things I've learned as a senior leader about how much your own personality and knowing yourself and what works for you actually is important"	20
Positive feedback	"Space for kind of someone to say. Do you know what you're doing well"?	10
Learning	"Every day there's something that's like that and you just yeah, you just pivot, learn from it and move to something else"	16

	"Resilience supposes curiosity, so I suppose I've always been curious about myself. How are we, others, organizational structures, power control collaboration? Suppose there's a curiosity just on new things that come up new ways of work in research books"	17
	"One of the things I try to do is to acknowledge and deal with the fact that if something is going wrong, I'm probably going to learn a lot from it and that will be better off as a result"	09
Confidence	" I think it's about having sort of confidence and faith in yourself"	04
	"I think you do have to install that confidence and lead even when you yourself will be……quaking in your shoes, …. but no, this is that moment of truth and we've got to say that's where we're going"	05
Honesty	"You know, I'm perfectly happy to say I've got absolutely no idea what you're talking about"	14
	"I think there has to be that level of honesty and switching off sometimes and role modelling that and Its okay to not be okay"	02
Individual/ team / org	"Connectedness with your team and with your colleagues is really important. I think I my resilience is higher When, I feel I've got trust in the people I'm working with"	20

	" I suppose, just to learn that you get more through collaboration. You get more through working with other people. You should never be an island"	17
	"I think it is that letting things go, it's not all your shoulders, building your team around about you, celebrating your team, building up others, that for me has been my biggest lesson, not being on my shoulders, well not all of it"	02
Optimistic	"You have to try and find positives and things, otherwise you just get sucked into a spiral. You know, that the world's a terrible place and everybody is against us"	24
Passion	"You know the social purpose and the mission you find always to the fore in the third sector, which I just love"	22
	"I think it could have positives because you're passionate. If you're passionate about something, you can go that…… extra mile, you know."	01
Planning	"Then there is something about having a plan in place, or you know, or even having rehearsed scenarios"	22
	"I can have always planned with a plan in mind, but equally I always have a kind of a plan B & A C and sometimes D or thereabouts."	12

Negative	"Of course, I gave myself a hard time. I'm a human being. I'm really, really bad for that particularly forced my own worst critic"	09
Calm	"You have to be that swan. and that's the expression I've often use. This one is … paddling like crap underneath, and that was why I had to do is I want to be the calming influence so everybody else would be freaking out in the room that I will come in…"	09
	"So really, it's about remembering to breathe"	18
Integrity	"The values that I believe need to be modelled for not only internally but externally, so it's a values driven thing is resilience I believe"	11
Morale	"I think (there are) kind of two aspects of it, and they're both very, very challenging. The first obviously is the resilience and the sense of morale of the organization having the right people in place, whether (there is) motivation, often in very difficult circumstances, often without really any incentives to offer people. If you see what I mean to you know, so you (are) really dependent on that discretionary effort and people sharing a sense of mission"	06
Openness	"I tried to be quite open about if I'm struggling with something personally. You know whether it's whether a decision at work or something"	04
Purpose	"Your purpose and mission on how it is adapting and be able to express that very clearly and concisely so	18

	that people are understand what you're doing, why you're doing it"	
Stability	"I think it comes down to kind of like your stability of governance, your stability of team, your stability of funding, the reserves that you have in place, the impact on programs and activities"	12
Outliers: Humility, instinct, responsibility, listening	"So, the role of humility in leadership. I think it's really, really vital, partly realizing that every success is not just yours, it's everybody else's. Then you would be nowhere without the teams that were around you"	05
	"In some ways, we've had to throw the rulebook out and just go with gut instinct"	01
	"So, and the other thing for me about being resilient is just kind of listen to people around you, listen to what their saying, listen to how they're feeling"	16

Table A.9: Quotes from Research Participants: Factors

Theme	Quote	Participant
Governance	"The other one was a very direct and honest conversation with the board.	22
	"About the need for them to step forward and support me more"	22
	"And the board helped carry me through that in a way"	18
Context	"Politics, sector, funding, resources, partnership working, regulation, board invertedly put pressure on to leaders.	21
	"Your purpose and mission and how it is adapting and be able to express that very clearly and concisely so that people are understand what you're doing, why you're doing it, and that it is appropriate within the context that particular time"	18
Trigger Points	"So, I was alert to my own triggers, you know, and I was all there to the fact that you know that grumpy old man at home was getting worse"	22
Exhaustion	"You know, it's when teams are in crisis that you can actually give, give, give, give and realize that your tank's empty for yourself"	22
Team	"The chief executive is one person, but it's a collective, isn't it? It's not about being rigid, …. It's about creating a team approach"	04

| Outliers: Writing, Planning, time as leader and motivation | "And you know, thank you to all the colleagues who made that possible, that that is a motivator" | 13 |
| | "It's definitely lived experience for me" | 15 |