

Evaluating *The Virtues Project*TM as a leadership development program

Final version of the manuscript accepted for publication in *Leadership*, a SAGE journal.

Toby Newstead, corresponding author

Toby.Newstead@utas.edu.au

Lecturer in Management, Tasmanian School of Business and Economics.

To cite:

Newstead, T., Dawkins, S., Macklin, R., & Martin, A. (2020). Evaluating The Virtues Project as a leadership development programme. *Leadership*. <https://doi.org/10.1177/1742715019899845>

ABSTRACT

This article contributes to an emerging field of virtue-based leadership development scholarship by reporting on the first known empirical evaluation of The Virtues Project (TVP) as a leadership development program. This exploratory study seeks to understand if or how TVP might facilitate the development of good leaders. Our understanding of ‘good’ is informed by the notion of virtue and the philosophy of virtue ethics; and we adopt a critical realist evaluation framework to distil what about TVP works for whom in which contexts and why. Our study employs a longitudinal comparative case design composed of multiple in-depth interviews with nine leader participants and their colleagues over the duration of five months. Findings indicate that a) TVP training was experienced as a trigger-event that fostered leaders’ new understandings of what virtue is and how virtues inform behavior; and b) TVP training equipped leaders with language-based strategies to incorporate virtues into their leadership practices. In sum, participating leaders felt that TVP facilitated the development of their leadership by enabling them to understand and recognize the best in themselves and others (virtues) and to incorporate virtues into their leadership practices. Limitations and future research are discussed.

INTRODUCTION

Leadership has been a topic of philosophising for millennia, yet we still lack consensus regarding what exactly leadership is (Ciulla, 2004; Grint, Jones and Holt, 2017). In recent years, the number of leadership theories aimed at describing what leadership is has increased exponentially. The proliferation of leadership theory has been dubbed *theorrhea*; a disease of producing excess theory without convincing empirical evidence or any tangible impact on leadership practice (Antonakis, 2017). While the body of empirical leadership research is growing, a gap remains between the study and the practice of leadership, with some suggesting we scholars are failing to make any real impact on organizational leadership (Kellerman, 2012). Critical to bridging this gap is shifting our focus from what leadership *is*, to what *good* leadership is. Understanding *good* leadership is important, but even more important is understanding how we might facilitate the development of *good* leadership in practice.

News media, and for many of us our daily experiences of work, are characterised by leadership that falls short of what is described in aspirational theories of authenticity (see Avolio and Gardner, 2005: for a discussion of program theories; Bill et al., 2007; Crawford et al., 2019), transformation (Bass, 1990; Bass and Steidlmeier, 1999), servitude (Eva et al., 2019; van Dierendonck, 2011), or virtuousness (Pearce et al., 2006; Riggio et al., 2010; Wang and Hackett, 2015). It is here, at the interface of inspiring theoretical accounts of what leadership *should* be and the actual daily practice of developing leadership capability, that we suggest greater scholarly attention is warranted. How and what can we scholars do to facilitate the development of *good* every-day leadership? From our reading of the current leadership development literature, it seems we have work to do in answering this question.

This article has two primary aims and makes three key contributions. First, we aim to highlight some shortcomings of current leadership development scholarship and advance critical realist evaluation as an approach to better evaluate leadership development efforts. Second, we aim to spur further explorations of how we might develop *good* leadership by discussing the nature of *good* leadership as informed by virtue. To this end, we present the findings from a pilot study which we believe to be the first to empirically evaluate an explicitly virtues-based approach to leadership development. Our pilot study explores (1) how leaders experience virtues-based training (the program is discussed in more detail below)? And, (2) what outcomes do leaders achieve as a result of such training? By exploring these questions, we contribute a refined focus on a virtues-based approach as a better way to develop *good* leadership, leadership that is ethical as well as effective (Ciulla, 2014; Newstead et al., 2019b). We contribute to evaluation efforts by encouraging and applying critical realist evaluation as a better way to evaluate leadership development efforts (Nielsen and Miraglia, 2017). And we contribute preliminary findings regarding the experiences of nine leaders and their respective followers in relation to a training program that may serve as a starting point to inform future virtues-based leadership development efforts.

WHAT'S WRONG WITH LEADERSHIP DEVELOPMENT?

A recent review (Dinh et al., 2014) identified over 60 theories of leadership, and while the number of leadership theories continues to grow, theories of how to *develop* leadership are sorely lacking (Day and Liu, 2018). Many efforts to develop leadership fail to make any clear distinction between *leadership* (relational processes) development and leader (individual person) development (Day et al., 2014; Ardichvili et al., 2016). Although both are important, failing to distinguish between the two weakens efforts to develop either. A lack of robust, empirically validated leader(ship) development theory, is a likely contributor to figures that

show 38% of leadership development programs actually decrease leaders' future performance, while 14% are determined to have no effect at all (Antonakis et al., 2011). In light of this, it is little wonder leadership and leadership development scholarship is criticised for failing to make any tangible impact on leadership practice (Kellerman, 2012).

When we consider empirical investigations of leadership and leadership development, another troublesome trend emerges, namely a focus on instrumental outcomes over inherent outcomes. We prescribe to a notion borrowed from the philosophy of virtue ethics, that the greatest responsibility of leadership is to create the conditions within which people can flourish (Ciulla, 2004). Creating the conditions for human flourishing is a deeply inherent endeavour. And yet the majority of leadership and leadership development studies focus on instrumental outcomes, such as employee engagement (Dan-Shang and Chia-Chun, 2013), performance (Carter and Greer, 2013; Choudhary, 2013; Mayfield et al., 1998), and job satisfaction (Černe et al., 2014; Podsakoff et al., 1990). In pursuing greater understanding of how to facilitate the development of *good* leadership, we suggest it is necessary to focus on inherent outcomes first and to temper pro-business, compliance-based, shareholder-return orientations.

Much of the conventional leadership development literature also features implicit focus on organizational and leader benefits, with little attention paid to the needs, motivations, wellbeing or flourishing of followers (van Dierendonck, 2011). Some approaches explicitly advocate identifying and investing *only* in the top 5% of employees deemed to have the most performance potential (Conger and Church, 2018), which begs the question, what about the remaining 95% of the workforce? Are these individuals unworthy of development or opportunity? Approaches such as these affirm the power imbalances that often flavour leadership development (Ardichvili et al., 2016). In considering leadership development, it is important to remember the role of leader prototypicality and how it

influences leader identity; if individuals do not see people that look like them (i.e. women, people of colour, people with visible disabilities, or other minorities) as the prototypical leader, then this diminishes the likelihood of such individuals identifying as leaders themselves (Murphy, 2018).

A final, yet substantial shortcoming of conventional leadership development literature relates to evaluation of development programs. Many practitioner-instigated leadership development efforts make no attempt at evaluation (Antonakis et al., 2011), and within scholarship issues of evaluation methodology, context, and developmental readiness are often overlooked. While robust 360 degree evaluations can offer great insight and value to development efforts (Day et al., 2014), single-point quantitative methods, especially those that rely on self-report are fraught. Some scholars are devoting greater attention to multi-source and/or in-depth qualitative methods (e.g. Kempster and Stewart, 2010; McAlearney, 2006; Militello and Benham, 2010), but such approaches remain the minority.

Evaluation must account for context because leadership is socially constructed (Murphy, 2018). How leadership looks and develops varies in response to numerous contextual factors, and yet evaluations often fail to account for these factors and the array of influences within individuals, their organizations, and the broader operating environment (Ardichvili et al., 2016). Finally, evaluations tend not to account for the state of leaders coming in to development opportunities. How do leaders approach their own development? Begrudgingly? Disbelievingly? Perhaps assuming a leaders-are-born, rather than made perspective? We suggest it is important to account for the developmental readiness of leaders (Avolio and Hannah, 2008; Avolio and Hannah, 2009), prior to attempting to develop them.

Having outlined some of the shortcomings of extant approaches to leadership development, we introduce a virtues-based approach which addresses some of these shortcomings and which we have incorporated into a pilot study that allows the experiences

of leaders undergoing a virtues-based development program to be explored. We will first discuss how a virtues-based approach to leadership development (Newstead et al., 2019a; Newstead et al., 2019b) allows for inherency over instrumentality and has the potential to enable the development of *good* leaders. We will then introduce *The Virtues Project* (TVP), the intervention we evaluate. Following this, we advance critical realist evaluation as a method that enables careful examination of context and more comprehensive evaluation of leadership development, than single-point survey measures. Finally, we present the preliminary findings from the first empirical evaluation of TVP as a virtues-based approach to leadership development, including recommendations for content and processes improvements, limitations of the study, and suggested future research directions.

A VIRTUES-BASED APPROACH TO LEADERSHIP DEVELOPMENT

While a single universally accepted definition of leadership remains elusive (and indeed may never be achieved), most contemporary definitions refer to relational influence processes as central to the leadership phenomenon. We agree that leadership implies influence, but we do not accept that leadership is synonymous with influence. And we do not intend to contribute to efforts to develop leader influence without other components of *good* leadership, namely that leader influence arises from good motivations, is enacted in good influence processes, and is directed towards good ends (Newstead, et al., 2019b). A virtues-based understanding of leadership is explicitly normative, advocating what leadership *ought* to be, hence our reference to *good* leadership.

Determining exactly what ‘good’ means is a task even more complex than defining exactly what leadership is. For the purpose of this article, we treat ‘good’ as somewhat synonymous with virtue. Virtue can be understood as an inherent inclination towards that which is ennobling. Virtue is expressed in complex behavioural dispositions consistent with

virtues such as humanity, temperance, courage, and justice (Newstead, et al., 2018). The sagacity of a virtues-based approach to leadership development derives from how virtue informs the emergence, enactment, and attribution of good leadership. A leader's motivation from virtue (or inclination towards that which is ennobling) signals the emergence of good leadership. A leader's virtuous behavior demonstrates the enactment of good leadership. And observations of leader virtues such as he/she being just, wise, or courageous represents the attribution of good leadership (Newstead et al., 2019b).

Much like leadership, virtues have been the topic of philosophizing for millennia and more recently, they have garnered attention within paradigms such as positive psychology (Peterson and Seligman, 2004), positive organizational scholarship (Bright et al., 2006; Cameron, 2003), and leadership (Riggio et al., 2010; Hackett and Wang, 2012; Neubert et al., 2009). In 2012, renown virtue ethicist Julia Annas published a chapter in *Ethical Theory: An Anthology*, in which she flagged TVP as a program with the potential to translate the philosophy of virtue ethics into practice. More recently, Newstead et al. (2019a) conducted a conceptual evaluation of TVP and concluded that the program may be effective for facilitating the development of *good* leadership.

Virtue and leadership are both life-long development efforts (Murphy, 2018; Annas, 2012) that entail intra- and inter-personal work (Newstead et al., 2019b). Virtues compose character and character is essential to leadership (Hannah and Avolio, 2011a; Hannah and Avolio, 2011b). Importantly, virtue implies both moral and technical excellence and therefore facilitates leadership that is both ethical and effective (Ciulla, 2004; Ciulla, 2014; Solomon, 1999). Virtues have been incorporated into a number of discrete efforts to understand ethical leadership, including a virtues-based character development program developed within a management education school (Crossan et al., 2013); the ever more popular Values in Action approach which is based on Peterson and Seligman's (2004) catalogue of six universal virtues

and 24 descending character strengths; a virtues-based measure of ethical leadership (Riggio et al., 2010); and at least two different conceptualizations of virtuous leadership (Pearce et al., 2006; Wang and Hackett, 2015). Despite the growing interest in virtue and increasing focus on virtues in leadership, we believe the study reported in this article is the first empirical exploration of if or how TVP might serve as a virtues-based approach to the developing *good* leadership. We may not be able to resolve centuries of debate pertaining to what ‘good’ means nor what exactly leadership is, but we will attempt to steer leadership development in a good direction by bringing a virtues-based approach into sharper focus.

The Virtues Project (TVP)

TVP was developed in the early 1990’s by Linda Kavelin-Popov, a child psychiatrist; her husband Dr Dan Popov, a religious scholar; and her brother John Kavelin, a Walt Disney Imaginist (Popov, 2019). Over Mothers’ Day brunch in Victoria BC, Canada, the three found themselves bemoaning increasing accounts of youth violence, childhood trauma, and a general lack of character development and virtuousness. They created TVP as a concrete way to address these concerns.

Popov, Popov, and Kavelin initially conceptualized TVP as a parenting framework. They developed resources explaining virtues as ‘gifts of character’, collated a list of 100 virtues identified in sacred texts and oral traditions, and developed five strategies to develop virtues (Table 1). The virtues and strategies of TVP were soon adopted by parents, primary school teachers, high school teachers, practicing counselors, and myriad other therapists and practitioners. TVP was honored by the United Nations during the International Year of the Family as a model program for families of all culture (Popov, 2019). Today, TVP is run as an international not for profit governed by a board of unpaid directors. It remains a grassroots program, run primarily by volunteers in more than 100 countries around the world. Anecdotal evidence includes stories of schools that have all but eliminated bullying by adopting TVP

strategies. It is also reported that after TVP training in maximum security prisons in Fiji, inmates were inspired to turn their lives around and began teaching each other about virtues and TVP strategies (Popov, 2019). Despite its longevity and such positive anecdotal evidence, so far as we know TVP has never been empirically evaluated as a leadership development program.

TVP consists of five pedagogical strategies (Table 1). These strategies sound promising, and one could be lulled into thinking the strategies of TVP might provide a panacea for our complex leadership problems. However, context dictates that in practice, these strategies will not always play-out as described, and that they may not be suited to some contexts at all. For example, when responding to a critical emergency incident, the officer in charge may not be afforded the time to put ‘explicit virtues words’ to his guiding and correcting of crew behavior. And, setting clear boundaries based on virtues might not be relevant in contexts that prioritize intrinsic outcomes over inherent ones, such as on the trading room floor.

The five strategies of TVP are grounded in a program theory (see Nielsen and Miraglia, 2017 for a discussion of the importance of program theories) that consists of two implicit assumptions. First, TVP assumes all people possess a character that is composed of virtues in potential. And second, it assumes and that a language-based approach is best suited to virtues development (Newstead et al., 2019a; Popov, 2015; Popov and Smith, 2005). While the claim that all people possess a virtuous character is idealistic, the assumption that character is composed of virtues in potential aligns with a virtue ethics approach whereby the purpose of life is to develop the virtues of one’s character (Annas, 2012, 2015; Aristotle, 350BCE/1962). The assumption that a language-based approach is best suited to virtues development also aligns with a virtue perspective (Alfano, 2013; Manz et al., 2006; Vasalou, 2012; Whetstone, 2003), as well as socio-psychological approaches that recognize the role of

communication in the creation of self (Tsekeris, 2015). TVP offers a two-day introductory workshop which instructs participants in the five strategies summarized in Table 1.

TABLE 1
Summary of TVP Strategies

Strategy	Summary
1. Speak the Language of Virtues	<i>Using explicit virtues words linked to a specific context or evidence (specifying a situation or outcome) to acknowledge, guide, and correct behavior.</i>
2. Recognize Teachable Moments	<i>This strategy entails reflecting on a challenge or obstacle, considering which virtues may have enabled a better outcome, and articulating a better future approach.</i>
3. Set Clear Boundaries	<i>Using virtues language to create clear boundaries and expectations; and using virtues language to guide and correct behavior when it violates agreed boundaries</i>
4. Honor Spirit	<i>Honoring spirit means engaging in processes and practices that enhance physical, mental, emotional, and spiritual wellbeing.</i>
5. Offer Companionship	<i>Companionship is a seven step listening process, whereby one person ‘listens’ another to his own best answer.</i>

Although a comprehensive typology of leadership development programs within which to situate TVP is not currently available, TVP has elements that are consistent with what has been written about the content of leadership development. TVP is consistent with what Day et al. (2013: 65) articulate as interpersonal content in relation to social mechanisms which “facilitate high quality relationships in diverse leader–member dyads” and authentic leader development “processes whereby leaders and followers gain self-awareness and establish open, transparent, trusting and genuine relationships, which in part may be shaped and impacted by planned interventions such as training”. Other program characteristics such as the underpinning theoretical framework, implied or explicit definition of leadership, level of analysis, and focus of development (Day and Harrison, 2007) can also be used to understand TVP. TVP is underpinned by the theoretical framework of virtue ethics

(Newstead et al., 2019b). The TVP website does not define leadership explicitly, but it explains that leaders, ‘inspire and empower others to succeed’ and ‘demonstrate integrity in the way they speak, act, and treat their colleagues and their clients’ (Popov, 2019). There is no established level of analysis for evaluating TVP, as ours is the first empirical study to explore it as a leadership development program. The focus of development for TVP is virtues and character. The content and delivery of a program is also worthy of note (Burke and Day, 1986; Collins and Holton, 2004). The content of TVP training pertains to the nature of virtues as learnable ‘building blocks’ of good character, and the above strategies (Table 1). The delivery of the program is via face-to-face workshops that include direct instruction, group sharing and discussion, and role play.

In consideration of TVP’s five strategies and the assumptions implicit in its program theory, we adopted a guiding mid-range theory (a mid-range theory will be explained in more detail below) which stated;

TVP will help leaders to become better leaders by enabling them to recognize virtues in themselves and others and by providing them with virtues-based strategies to aid their processes of leadership.

To explore this mid-range theory, our pilot study employed a critical realist evaluation approach to explore how leaders experienced TVP training, and what outcomes they achieved as a result.

AN APPROACH TO BETTER EVALUATE LEADERSHIP DEVELOPMENT PROGRAMS

The study reported in this article taps into the potential of critical realist evaluation to inform more comprehensive and meaningful evaluations of the complex processes of leadership development. Critical realist evaluation accounts for contextual factors that hinder or facilitate change, and it accounts for the intervention itself, including activities and implementation strategies. It also accounts for the mental models of participants, such as their

readiness to change and their perceptions or experiences of the intervention (Nielsen and Randall, 2013). Critical realist evaluation begins by developing a guiding mid-range theory (Marchal et al., 2012), advances with a synthesis of context-mechanism-outcome configurations (Bhaskar, 2014; Greenhalgh, 2014; Nielsen and Miraglia, 2017; Nielsen and Randall, 2013), and concludes with a refined mid-range theory. A mid-range theory (MRT) sits somewhere between micro hypotheses anticipating correlations between specific variables, and macro theories of unified behavior, change, and organizing (Marchal et al., 2012). Like conventional research propositions, MRTs are reflected in the design of critical realist field studies. But where propositions are dismissed and hypotheses supported or nullified, MRTs are refined by synthesizing context-mechanism-outcome configurations.

The focus on context-mechanism-outcome (CMO) configurations represents the critical realist stance that it is not an intervention itself that achieves change, but rather it is the triggering of *mechanisms* that make an intervention work. Mechanisms include the “interpretations, considerations, decisions, and behaviors of participants” (Nielsen and Miraglia, 2017: 46), and the *outcomes* of interventions are the results of these. The triggering of mechanisms is invariably mediated by context. In other words, to understand outcomes, we must first distil those contextual factors that enable the triggering of the mechanisms which produce said outcomes.

Contextual factors that impact organizational interventions are manifest at multiple levels, including individual (values, knowledge, mental models, etc), interpersonal (communication, collaboration, etc), institutional (culture, informal roles, regulations, etc), and infrastructural (political support, legal frameworks, etc) (Nielsen and Miraglia, 2017). By identifying outcomes and distinguishing between the mechanism that achieved them and the contextual factors within which the mechanism was triggered, in other words, by identifying CMO configurations, critical realist evaluation explains *what* about the intervention worked

for whom in *which contexts* and *why* (Lacouture et al., 2015; Nielsen and Miraglia, 2017; Pawson and Manzano-Santaella, 2012). This provides a much more comprehensive analysis than the conventional pursuit of answering the question; ‘did the intervention work?’ Once CMO configurations are identified, the initial mid-range theory is refined and can then provide a framework to guide action and further investigation.

Adopting a critical realist evaluation framework for this study facilitates two important contributions. First, by advancing critical realist evaluation as an approach to assessing leadership development efforts, we answer a call for more comprehensive, robust approaches to studying and understanding leadership development (e.g. Antonakis, 2017; Day et al., 2014). And, secondly, employing critical realist evaluation allows us to distil the contextual factors essential in triggering the mechanisms that achieved outcomes from TVP training, and therefore to articulate our findings in a way that may be transferable when and where the same contextual factors are present. In the following section we explain the development strategies of TVP before outlining our study design, data collection and analysis, and the synthesis of our findings, which result in a refined MRT.

STUDY DESIGN & ANALYSIS

Our study sought to explore two primary questions: how do leaders experience TVP training? And, what (if any) outcomes do they achieve as a result? Our pilot study consisted of a longitudinal comparative case analysis. A comparative case design was employed for its suitability to exploring new phenomena, such as virtues-based leadership development. Comparative cases also well suit longitudinal studies (Eisenhardt, 1989); and can inform emergent midrange theories (Eisenhardt and Graebner, 2007). For the purpose of this study, we conceptualized individual leaders as the foci of our comparative cases and to inform our study, we collected qualitative interview data from participating leaders and their colleagues

at three points over the course of five months. Participating leaders and their colleagues were interviewed before TVP training (T1). The first author observed the two-day TVP training, and participating leaders were again interviewed the week following the training (T2). Four months after the training, participating leaders and their colleagues were interviewed again (T3).

Leader participants self-selected for the study by responding to an Expression of Interest (EOI) document circulated among the research teams' professional networks. Within two weeks of releasing the EOI, 27 leaders from 24 organizations in a rural region of Australia expressed interest in participating. Inclusion criteria required participants to be aged 18 years or older, currently supervising at least three direct reports, and available to attend the two-day TVP training workshop with their employer's consent. Only nine of the 27 leaders met all the criteria. Participating leaders came from industries ranging from emergency services to hospitality; some had been working within the same organization for over 30 years, some for less than one year. Some were top managers with ultimate oversight of their organizations, some were business owner-operators, and some were middle managers in government agencies. Leader ages ranged between 40-60; seven of the participating leaders were female, and two were male. Despite the diversity among participants, there were also some important contextual similarities: all nine participating leaders lived and worked in the same rural region of Australia; had some level of post-secondary education; and were employed by an organization that supported their participation in the study. Importantly, all nine leaders also actively sought the opportunity to engage in a virtues-based leadership development study by responding to the EOI of their own volition.

We conducted interviews with at least one colleague (peer, superior, or subordinate) of each participating leader. We did so because to be understood, leadership must be assessed by more than static cross-sectional single data source surveys (Antonakis, 2017). This is

especially true when the focus of inquiry is leadership development. Leadership is a relational process and development efforts to be said to have achieved change, said change must be noted not only by the leader, but also by his or her colleagues.

The longitudinal nature of our design reflects an attempt to account for the inherently evolutionary and lifelong processes of leadership development (Day et al., 2014; Day and Harrison, 2007; (Murphy, 2018). Leader interviews at T1 used a standardized open-ended structure (Patton, 2015). The three key elements in determining each leaders' pre-TVP state were (1) gauging their understanding of virtues prior to the training, "*What do you understand the term 'virtues' to mean?*" (2) assessing leader developmental readiness by asking questions about developmental efficacy, learning goal orientation, self-complexity, and clarity of self-concept as identified by Avolio and Hannah (2008). And, (3) exploring if, or how, leaders were engaging in communication processes similar to those they would be trained in. For example, to assess how leaders engaged in communication processes which resembled Strategy 1, Speaking the Language of Virtues to offer acknowledgment, we asked, "*When a member of your team excels at something or shows a high level of effort, what do you do?*"

A standardized open-ended structure (Patton, 2015) was also used for interviews with leaders' colleagues at T1. These interviews were designed to triangulate data collected from leaders that pertained to the organizational factors of developmental readiness, namely perceptions of psychological safety and a strengths focus within the team (Avolio and Hannah, 2009). For example, colleagues were asked, "*In your workplace, how safe is it for people to be themselves, make mistakes, and be vulnerable?*" Colleagues interviews at T1 were also used to triangulate if or how leaders engaged in communication processes resembling TVP strategies prior to the training. For example, they were asked, "*When you or*

a team member puts a lot of effort into something, what does your leader do?" Employing triangulated questioning in this way added validity to emergent themes (Creswell, 2014).

The primary focus of leader interviews at T2 was to explore how leaders had experienced TVP training. Having observed the two days of training, the first author was better equipped to understand and more deeply explore leaders' experiences in T2 interviews (Patton, 2015). Leaders were asked how they had found TVP training; what they found best and worst about it. A secondary focus of T2 interviews was to assess if or how leaders intended to transfer what they had learned during the training into their leadership roles. To this end, leaders were asked what from the training was applicable to their leadership roles and what their intentions were to transfer the training into their workplace behaviors. A final aspect of T2 interviews was to explore how leaders' understanding of virtues had changed (see Table 3).

Interviews at T3 employed an interview guide (Patton, 2015). The primary focus of T3 interviews was to explore if and how leaders had incorporated TVP training into their leadership practices. Leaders were asked what, if anything, they had implemented from the training; how they were gauging responses among others; if there was anything they had attempted which had not been received well; and what their intention was in regards to continued use of TVP training and strategies. Leaders' colleagues interviewed at T3 were asked if or what changes they had noticed in their leaders over the previous four months.

DATA ANALYSIS

All leader and colleague interviews transcripts were analysed using QSR International's NVivo software. Two distinct phases of analysis were conducted. Phase 1 consisted of inductive within case analysis. Phase 2 consisted of cross-case analysis, which analysed data

from all leaders and colleagues to synthesis findings regarding how leaders had experienced TVP training, and what outcomes they had achieved as a result.

Phase 1 analysis enabled “familiarity with the data” and “preliminary theory generation” (Eisenhardt, 1989: 533). Independent NVivo projects were created for each of the nine leader cases and all data pertaining to that leader (leader and relevant colleague interview transcripts) were imported into his or her project. The general inductive method (Thomas, 2006) was used to assign data to emergent themes which were then re-coded and arranged into superordinate and subsidiary relationships. Word frequency searches, text searches, coding stripes, and inter-coder comparison reports were conducted to ensure the reliability of our coding. The comparison report resulted in 97.54% agreement, attesting to the reliability of our analysis.

Phase 1 culminated in a within case analysis report for each participating leader. Within case reports included: an assessment of the leader’s developmental readiness and how the leader employed practices resonant of TVP strategies prior to TVP training; the first author’s observations of the leader during the two day TVP training; the leader’s reaction to and intent regarding implementing the training as articulated at T2; and, overall outcomes the leader achieved through participation in TVP training. As an accuracy check (e.g. Owens and Hekman, 2012), within case reports were sent to each respective leader. All leaders received their reports and replied that our analysis accurately represented their individual experiences and outcomes, and no changes were recommended.

Phase 2 of our analysis consisted of a cross-case comparison for which we re-coded all data from each leader and their respective colleagues into a single NVivo project. The process of re-analysing all data presented the opportunity for ‘frame-breaking’ by juxtaposing data from different cases (Eisenhardt, 1989). Cross-case coding employed a recursive cycle whereby data were coded to superordinate themes and then re-coded into subordinate themes

and back again until coherent and common outcomes were identified. The underlying logic of comparing cases is replication which means treating a series of cases like a series of experiments. “In replication logic, cases which confirm emergent relationships enhance confidence in the validity of the relationships...” (Eisenhardt, 1989: 542). Pairing, grouping, and comparing individual cases in this way allowed us to “identify patterns and reveal their underlying causation” (Kessler and Bach, 2014: 176). Because each leader was conceptualized as his- or her-own ‘case’, the findings represented outcomes unconfined to a single organizational or individual context, but still bound by our relatively homogenous and admittedly small participant sample.

Comparing cases for underlying causal mechanisms allowed us to locate wider patterns in leaders’ experiences and mechanisms engaged as a result of the training (Kessler and Bach, 2014). Recursively cycling through data and extant theory kept us ‘honest’ and allowed ‘pattern-match’ between cases (Eisenhardt and Graebner, 2007). Cross-case analysis allowed us to “look beyond initial impressions: and to assess the data from different angles and through different lenses” (Eisenhardt, 1989: 533). Through cross-case analysis, we identified the commonalities among leaders’ experiences, as well as those contextual factors that had facilitated the triggering of mechanisms that resulted in changes recognised by participating leaders and their colleagues following TVP training.

SYNTHESIS OF FINDINGS

Critical realist evaluation directed our analysis towards discerning those contextual factors that fostered the triggering of mechanism that influenced leaders’ experiences of TVP training including any post-training outcomes that were identified. Our synthesis of findings was also informed by our guiding MRT:

TVP will help leaders to become better leaders by enabling them to recognize virtues in themselves and others and by providing them with virtues-based strategies to aid their processes of leadership.

Our preliminary findings revealed that our nine participating leaders experienced TVP as a trigger-event which resulted in new understandings of what virtues are, how to recognize virtues in behavior, and how virtues can be incorporated into communication practices.

How Leaders Experienced TVP Training

Within the leadership development literature, it is generally recognized that there are some occurrences in one's life that will stand-out from the rest; events that have a pronounced effect on the direction and speed of one's ability, motivation, and approach to leading (e.g. Gardner et al., 2005; Puente et al., 2007). Certain events trigger cognitive redefinition (Isabella, 1990), and said redefinition can spark shifts in affect and behavior. Triggers can be either positive or negative events which precipitate a 'wake-up-call' (Puente et al., 2007) or an 'a-ha!' moment (Cooper et al., 2005). Any event that triggers this cognitive, affective, and behavioral shift can be considered a trigger event, including intervention programs such as TVP training.

Leaders' experiences of TVP are well explained as a trigger event. The training represented two days away from their usual lives and roles, and provided an opportunity for reflection, sharing, and learning, which one leader referred to as 'a rare luxury'. This 'break' from the norm sparked shifts in affect, cognition, and behavior among participating leaders, as per a trigger event (Cooper et al., 2005; Isabella, 1990; Puente et al., 2007). "*I wasn't really awake,*" reported Leader 5. "*My understandings have totally changed,*" reported Leader 9. And for Leader 4, the training triggered a new appreciation for the *humanness* of her staff. Previously she had been focused primarily on tasks, and TVP training had triggered a shift in her focus towards the feelings and emotions of herself and her team. While she still

carried out corrections and delegation, she did so “*with more feeling and awareness of others’ emotions.*”

Leaders’ adaptive responses to the training were indicative of their developmental readiness. However, six of the nine leaders voiced some hesitation about how their experience and learnings would transfer into their leadership roles. This hesitation stemmed from leaders being the only people within their organizations who had experienced the training and was compounded by a lack of implementation resources or planning. At T2 and T3 all nine leaders explained that additional resources would have enabled them to better implement their experience of TVP into their daily practices of leadership. For instance, Leader 9 said that proper resources would have made implementation, “*a lot easier... it’s hard to do on your own*”. We will discuss these hesitations and offer specific content and process improvements in more detail below.

Context

Of our nine leader participants, one operated within a strict command-and-control organizational structure; one held numerous directorships and owned and operated three small businesses; one was a senior leader in a large public sector department; two occupied top leadership roles within their organizations; and four were middle managers within large public sector departments. This array of sector, industry, organization, and roles represented myriad contextual diversities relating to each individual leader’s case. However, one contextual factor emerged as common to all leaders and as instrumental in the triggering of the mechanisms that gave rise to the outcomes leaders achieved as a result of TVP training. Context can be considered at multiple levels including organizational, interpersonal, and intrapersonal (Nielsen and Miraglia, 2017), and it was the intrapersonal factor of developmental readiness that most clearly influenced and enabled the experiences and outcomes reported by our participating leaders and their colleagues.

The first indicator of leaders' developmental readiness was the fact that each had self-selected to participate in the study knowing it would provide them with TVP training. Self-selecting for such a training opportunity spoke to their developmental efficacy by indicating their confidence in their ability to undertake and succeed in development training (Avolio and Hannah, 2008). Additionally, T1 leader interviews included questions based on the constructs of developmental readiness, including; self-concept clarity, self-complexity, learning goal orientation, and developmental efficacy (Avolio and Hannah, 2008). Leader responses to these questions were analysed alongside the developmental readiness literature (Avolio and Hannah, 2008; Avolio and Hannah, 2009) to assess how ready each was. Each leader participant was deemed developmentally ready. To evidence this assessment, Table 2 illustrates the components of developmental readiness alongside the interview question asked at T1 and corresponding leader responses.

TABLE 2
Assessing leader developmental readiness

Developmental readiness	T1 Interview question and representative data
Learning goal orientation Leaders oriented towards <i>goals</i> more than learning, “resist engaging in learning experiences and...are less developmentally ready to engage in challenging leader development events” (Avolio and Hannah, 2008: 336), therefore a greater focus on learning indicates developmental readiness.	When you start a challenging task, how much do you want to get the job done well –and how much do you think of it as an opportunity to learn? <i>“I’m going to do a good job. But I also reflect and focus on learnings...”</i> – Leader 7 <i>“I think probably the learning process was most interesting to me around it”</i> – Leader 5 <i>“I take anything new as a challenge.”</i> – Leader 4 <i>“first do the learning – then get the outcome”</i> – Leader 3

Self-concept clarity

Self-concept clarity is reflected in adaptive (versus maladaptive) responses to critical or constructive feedback. “Adaptive self-reflection represents a constructive process of reflection associated with patterns of thinking and emotions characterized by openness, positivity, and a learning goal-oriented perspective” (Avolio and Hannah, 2008: 338).

Developmental efficacy

Developmental efficacy represents leaders’ “level of confidence that they can develop a specific ability or skill” (Avolio and Hannah, 2008: 337)

Leader complexity

Leader complexity is associated with “various social roles, such as being a team leader, coach, or project leader...a more complex leader will have greater personal resources to draw from” (Avolio and Hannah, 2008: 339)

What is it like when you receive critical feedback?

“...nobody actually likes to hear it...but that’s very short-lived thing. I go, ‘Oh, that’s no good. I didn’t get that right,’ but then I seek more feedback to see how I can improve. – Leader 6

“...with almost every gripe, there is a little grain of something that will actually make your operation better; something you can actually glean and learn from.” – Leader 2

“I love critical feedback.” – Leader 9

“I generally like critical feedback, and would like more of it.” – Leader 8

When you undertake a new course or development activity, how confident are you that you’ll be able to acquire the skills taught?

“I don’t think about not succeeding. Yeah, confident.” – Leader 7

“...if you teach me something new, I’ll pick it up.” – Leader 1

“I’m really confident.” – Leader 6

Other than your job, what other roles do you fill? Do these other roles influence your leadership role? If so, how?

“I coach a kids sports team...there couldn’t be a better thing to do to teach you how to manage people and get results.” – Leader 3

“...my caring role (of children with disabilities) has given me a better leadership style because the kind of stress we’ve been under and the sort of problems we’ve had to navigate ...have given me an awful lot of resilience, and creative thinking strategies....so my mind has learned to jump to solutions much more quickly...” – Leader 5

Developmental readiness is impacted by organizational factors as well as individual ones. The perceived psychological safety and strengths-focus (or lack thereof) of an organization can greatly influence a leader’s readiness to develop (Avolio and Hannah, 2008). As stated, leaders came from quite different organizations. To account for this, interviews with leaders and their colleagues at T1 included questions about the perceived

psychological safety and strengths-focus of their organizations. Responses to these questions indicated that while individual leaders were developmentally ready, their respective organizational contexts varied in terms of perceptions of psychological safety and a focus on strengths or lack thereof. Within-case analysis revealed that leaders who had expressed perceptions of low psychological safety and strengths orientation within their organizations were the most restrained in their training transfer. This finding highlights that organizational factors might limit the transfer or implementation of virtues-based training such as TVP.

While organization factors influencing developmental readiness varied, each of the nine participating leaders presented as individually developmentally ready. They were eager and confident in their ability to learn, possessed clear self-concepts, and had rich personal and professional experience contributing to their leader-complexity. Their readiness to develop was a crucial intrapersonal contextual factor which facilitated the triggering of the mechanism which gave rise to their experience of TVP training, and the outcomes they achieved as a result of TVP training.

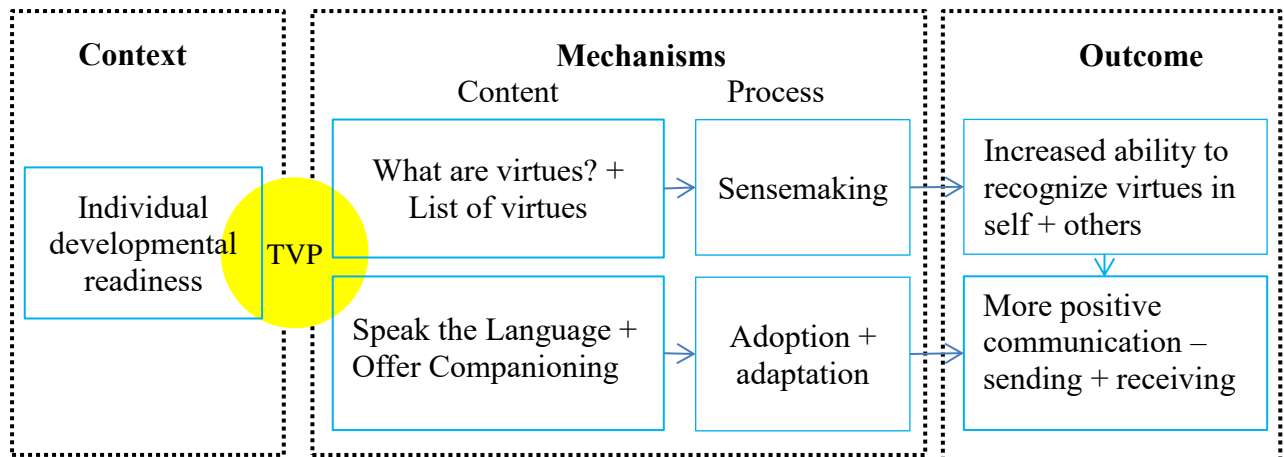
Outcomes Leaders Achieved as a Result of TVP Training

Our analysis identified two key leader outcomes following TVP training, both of which arose from mechanisms enabled by leaders' developmental readiness. As illustrated in Figure 1, TVP training provided leaders an increased understanding of virtues and an increased ability to recognize virtues in both themselves and others. Leaders also adopted and adapted TVP strategies that enabled them to engage in more positive communication strategies both in terms of sending messages and listening to others.

EVALUATING TVP – FIGURES

FIGURE 1

Leader Outcomes



Mechanisms are what actually make an intervention work. It is not an intervention that produces outcomes, but rather “the choices made by participants on whether and how to change their behaviors” (Nielsen and Miraglia, 2017: 43). Nielsen and Miraglia (2017) suggest two types of mechanisms at play in intervention evaluations such as ours; a) the *content* of the intervention and b) the *process* of the intervention.

Content mechanisms. The content mechanisms we identified were those materials and resources that leaders adopted from TVP, including; Speak the Language of Virtues (Strategy 1); Offer Companionship (Strategy 5), and the list of 100 virtues provided to leaders during training (appended). These content mechanisms gave rise to changes in leaders’ thinking and behavior. As detailed in Table 1, Speaking the Language of Virtues, means providing feedback by providing an acknowledgment that includes explicit evidence linked to a specific virtue. Such as, *‘thank you, it was thoughtful of you to include me in the email’* Where ‘thoughtfulness’ is the virtue, and ‘include me in the email’ is the evidence. After TVP training, all nine leaders reported having adopted the strategy of Speaking the Language of Virtues. The Language of Virtues provided leaders with a more structured, meaningful way to provide both positive and constructive feedback to their colleagues, as Leader 8 stated, *“it’s definitely changed the way I would recognize what people have done.”*

Offer Companionship, was the second most widely adopted strategy by the leaders and an important content mechanism. Offer Companionship is a seven-step listening strategy whereby the listener “listens another to their own solution” by asking ‘cup emptying questions’ and offering ‘virtues recognitions’ (Popov and Smith, 2005). Six of the nine participating leaders reported having implemented the strategy of Offering Companionship. For instance, Leader 8 explained how she used the strategy with an upset employee; *“I just listened to her for a long time. I also gave her some reminders of the things that she does do well, so the virtues recognition along the way.”* Companionship was also the strategy most widely noticed by leaders’ colleagues. For instance, at T3 Leader 2’s colleague explained, *“...it’s not that she wouldn’t listen before but now there is more space for me to talk it through and to come to my own conclusion ...rather than being instructed...that is a shift.”*

During the training, participating leaders were given a list of 100 virtues (appended). This artefact was identified by the leaders as an important content mechanism as it broadened their repertoire of virtues to use in understanding and acknowledging their own and others’ behavior. For instance, Leader 7 reported:

“...probably the best thing I did was put up the list of the virtues next to my computer...so they’re in my line of sight frequently. Which helps me when I’m...searching for something to more accurately provide feedback on or thank them for.” – Leader 7

And, Leader 1 explained,

“I really have found it beneficial to have [the list] sitting on my desk...the other day, I wasn’t able to get any traction...So I went back to it and thought, ‘what characteristic [virtue] might I be missing?’” – Leader 1

Thus, our analyses revealed that the TVP strategies of Speaking the Language of Virtues and Offering Companionship, and the list of 100 virtues represented important content mechanisms. However, these content mechanisms in turn triggered the *process* mechanisms of sensemaking and adaptation.

Process mechanisms. The processes instigated by a program such as TVP represent important mechanisms by which changes and outcomes (such as those realized by our leaders) can be achieved (Nielsen and Miraglia, 2017). The two primary process mechanisms identified within our data were (i) sensemaking, whereby leaders made sense of their experience and attained a new understanding of virtues; and (ii) adaptation, whereby leaders adapted what they had learned to suit their respective leadership styles and roles.

Accounting for sensemaking is essential to understanding how participants' mental models determine their responses to an intervention (Nielsen and Randall, 2013). "The important question here is: 'Did the intervention bring about a change in participants' mental models?'" (Nielsen and Randall, 2013: 608). Sensemaking involves a 'noticing and bracketing' process, in other words, inventing a new meaning or a new interpretation for something that was previously not recognized as independent or understandable (Weick et al., 2005). Sensemaking accounts for the process mechanism whereby leaders came to recalibrate their understanding of virtue, and how virtues underpin and give rise to behavior. At T1 leaders were asked what they understood virtue or virtues to mean. They were then asked the same after TVP training at T2. Table 3 provides comparative data to illustrate how the mechanism of sensemaking resulted in leaders' new understandings of virtues. Sensemaking explains how leaders' understanding of virtues changed, and how they came to recognize virtues in themselves and others following TVP training.

TABLE 3
Leaders Understanding of Virtue at T1 and T2

T1: What does the term 'virtues' means to you? What are virtues?		T2/T3: Has your understanding of virtues changed? If so, how?
Leader 9	<i>"I'm not 100% all over the virtues and like if you asked me to reel off the virtues, I couldn't."</i>	<i>"My understanding has completely, 100% changed... I had no idea really that there was going to be a list of words and how we're going to use them..."</i>

Leader 7	<i>"I'm a bit fuzzy about it..."</i>	<i>"It's probably that leap from understanding that they're there and that they're good -- to embed them into what I do"</i>
Leader 3	<i>"I guess (virtues are) having the right attitude and making virtuous decisions...treating people with respect..."</i>	<i>Virtues are "a way of...recognizing what people do and the sort of characteristics they bring to a task or to their relationships with other people, and the way they work."</i>

The virtues list given to leaders (a content mechanism) supported the process mechanism of sensemaking and enabled leaders to look for virtues in behavior. For example, at T2 Leader 1 explained a situation involving an employee who was difficult to manage. He reported that following TVP he could see the employee's "*volume and arm waving*" as reflective of "*passion*". Leader 1 further elaborated that this employee could also;

"be very rigid in his thoughts, and that could be inflexibility, or it could be steadfastness...so we've just got to unpick that for him, and that's what I'll do, so he can see that the words mean something, and if I give him a little bit of an explanation about what it looks like, then he can hopefully balance himself with a bit of flexibility." – Leader 1

In this example, we can see that, in the wake of TVP training, Leader 1 was making sense of an employee's behavior in terms of excess of or lacking in certain virtues. By identifying the excessive virtue evident in the employee's behavior (passion), Leader 1 helped the employee call on a balancing virtue (flexibility) to moderate his behavior.

By triggering leader sensemaking, TVP training enabled leaders to not only recognize virtues in the behavior of others, but also in themselves. For instance, after a tense meeting, Leader 9 reflected, "*I showed resilience in that discussion ...*" And instead of feeling stressed by an event, Leader 5 thought, "*perhaps I didn't get that quite right...but at least I stayed cheerful.*" Sensemaking was a crucial mechanism whereby leaders expanded their understanding of the word 'virtues' and their ability to identify virtues in their own and others' behaviors. This is reflected by Leader 7, who surmised;

"...if someone was to say to me -- what was the benefit of the training for you? I would say a new way of thinking about the virtues...a different way of thinking about

my actions and behaviors and thoughts, and the actions and behaviors of other people”. – Leader 7

The second process mechanism identified from our analysis was adaptation. All nine leaders reported adapting the content mechanisms (Speak the Language of Virtues; Companioning and the Virtues List) that they adopted from the training. Speak the Language of Virtues was adapted to suit the communication style of each leader, as Leader 2 explained, *“I was more interested in taking the virtues and learnings and using them in way I felt comfortable in my situation”*. While Leader 3 recounted that he was *“big on encouraging people and recognizing what they’ve done...”* and while he did not always use the exact words, *“I use the concept.”*

Six of the nine participating leader emphasized the how their processes of listening, or receiving messages, had improved following TVP training, which they attributed to the strategy of Offering Companioning. However, the prescribed seven steps of the Companioning strategy were adapted to suit leaders’ individual circumstances and style. As Leader 2 explained,

“...I think it’s more a shift in focus. I don’t sort of sit down and think, ‘Okay, these are the steps I’m going through...’ Rather, it’s just allowing people the bandwidth to get the problem out and start solving the problem themselves...that’s one of the things I haven’t done in the past...” – Leader 2

Leader 3 admitted that he was,

“probably not using it [Companioning] as well as I could. But I’ve certainly taken on board that whole position of letting someone keep talking rather than butting in early and sort of almost taking over the conversation...” – Leader 3

These passages illustrate how the content of the Offer Companioning strategy was adopted and tailored by leaders through a process of adaptation.

The list of 100 virtues also underwent processes of adaptation. All nine leaders reported feeling uncomfortable about some of the virtues on the list of 100. While leaders varied in which virtues resonated with them most and which they were less comfortable with,

it seemed to be virtues with religious connotations that elicited the most discomfort for instance, *prayerfulness*, *purity*, and *reverence*. As illustrated in Table 4, leaders adapted the list of virtues to suit workplace and culture norms, to suit personal communication styles, and to avoid religious connotations.

TABLE 4
Adapting The List of Virtues

Adapting the list of virtues	
To suit workplace culture and norms	<i>"I'm better off using those words that we understand and create my own little list of virtues for work which do tie back into this, but that makes sense to my staff."</i> – Leader 9, T2
To suit personal communication style	<i>"And the thing is, I like the word brave. And brave and courageous are exactly the same thing or synonyms for each other and I will prefer to use the word brave because brave is in my vocabulary."</i> – Leader 2, T2
To avoid spiritual/religious connotations	<i>"I need to make sure that's not anything religious...So I might have to change it a little bit."</i> – Leader 4, T2
The word 'virtues'	
	<i>"...the one thing I actually did change was I didn't call them virtues.... I actually referred to them as characteristics...because I think the blokes in my work environment will glaze over if I call them virtues."</i> – Leader 1, T3
	<i>"'Virtues' is just not the language I would typically use... other people might perhaps understand it better if I was to talk about them as characteristics or strengths or ways of being, rather than 'virtues'."</i> – Leader 7, T3
	<i>"The word 'virtue' is a bit of a hard sell I think particularly in sort of the Australian context...I like 'character strength'".</i> – Leader 2, T2

Leaders also adapted how they referred to the term virtues. One leader was confident that she would continue to use the term 'virtues' while the other eight indicated they would use other terms, such as strength, character strength, or characteristic. Which virtues leaders felt more or less comfortable with and whether or not the term 'virtues' itself is suited to the organizational context are issues worthy of future research and will be discussed in more detail below.

Leaders may not have implemented TVP strategies verbatim, but TVP strategies, especially Speak the Language of Virtues and Offer Companionship, provided content mechanisms that triggered processes of adaptation whereby leaders tailored the strategies to suit their respective leadership styles and personal and organizational contexts. The interaction of these content and process mechanisms improved leaders' communication processes. At T2 and T3 participating leaders reported they were engaging in different and *better* communication processes. Interviews with leaders' colleagues at T3 corroborated this. This is not to suggest that each participating leader began fluently Speaking a Language of Virtues, nor effortlessly Offering Companionship. However, it does suggest that TVP training sparked intentional changes in leaders' communication and that these changes were noticed and appreciated by their colleagues.

Our guiding MRT, study design, data collection and analysis were informed by a critical realist evaluation approach (Edwards et al., 2014; Greenhalgh, 2014; Nielsen and Abildgaard, 2013; Nielsen and Miraglia, 2017; Pawson and Manzano-Santaella, 2012). Critical realist evaluation also guided how we enfolded literature into our synthesis to produce a clear findings model which identified the CMO-configurations which gave rise to leaders' experience of TVP and the outcomes they achieved as a result.

Leaders experienced TVP as a trigger event which enabled them to better understand virtues and to recognize virtues in their own and others' behavior. Additionally, TVP strategies were adopted and adapted to suit individual leaders and to inform improved communication practices in terms of how leaders both sent and received messages. Importantly, both these findings occurred in consideration of the individual-level contextual factor of developmental readiness. Accordingly, we refined our MRT to;

Developmentally ready leaders experience TVP as a trigger event. As a trigger event, TVP can facilitate better understanding of what virtues are, how to recognize virtues in behavior, and how to incorporate virtues into communication processes.

This refined MRT is designed to guide further study and reflects developmental readiness as the key contextual factor influencing the triggering of content and process mechanisms among our participating leaders.

How can TVP be improved for future implementation and evaluation as a leadership development program?

TVP training included explicit instruction and activities based on re-framing challenges and obstacles through a lens of virtues (TVP strategy 3, Recognize Teachable Moments). There is also the factor that by the time leaders reported their experiences and outcomes from the training (interviews at T2 and T3), each had established a relationship with the first author (and interviewer) through the interviews at T1 and the two days of training which the first author attended as an observer. These factors may have primed participating leaders to recount their experiences and outcomes resulting from TVP training more positively than they might have otherwise. Even still, our analysis identified a number of content and processes issues that point to suggestions to improve TVP for future application as a leadership development program.

The primary content issue related to the virtues themselves. As discussed above, not all leaders were comfortable, nor intended to use the word ‘virtues’ in their workplaces for fear that others would think it odd or not understand the term. This may speak to a larger issue in that some workplaces may be averse to the notion of virtue, such as organizations that blatantly favour effectiveness or profit over ethics or social betterment. Relatedly, and also mentioned above, our participating leaders were uncomfortable with some of the attributes on TVP’s list of 100 virtues (e.g. devotion, mercy, prayerfulness, purity). A recent conceptual analysis of TVP explores the strengths and weaknesses of a list of virtues as large and inclusive as TVP’s (Newstead et al., 2019a). These hesitations have important implications for how virtues-based leadership development efforts might be improved;

namely, by providing a more theoretically grounded instruction in the historical, philosophical, and socio-psychological meaning of virtue and by providing a list of virtues that is more theoretically grounded, or better yet, based on some assessment of which virtues people understand and deem relevant to flourishing at work.

A less fundamental, but still an important content issue related to the nature of the training materials. TVP was developed for parenting and later adapted to schools, and most of the training resources remain geared towards parents and teachers. Vignettes, videos, stories, role plays, and activities based on leading and managing adults in a workplace (rather than children at home or at school) would make the content of virtues-based leadership development training more relevant to organizational leaders. Two of our participating leaders spoke at length about using what they had learned through TVP at home, and how it had helped them in their parenting approach. This reflects a positive outcomes in regard to the leaders as a whole person, and the potential for positive work-family spillover (Allen and Martin, 2017). Leaders also reported that more relevant examples and activities would have better facilitated the application of TVP to their leadership, making this content issue an important one to improve through producing training resources better tailored to an organizational leadership audience.

The primary process issues related to who received the training (participant recruitment) and how they received the training (workshop delivery). Our participant recruitment was driven by feasibility considerations and our intent to conduct pilot study of how TVP, in its current form and structure as proffered in published TVP resources (Popov, 2019; Popov and Smith, 2005), was experienced and what outcomes leaders may achieve as a result. However, our data indicated that training single leaders from different organizations and offering two days of stand-alone training may have limited training transfer.

Each of our nine leader participants reported feeling alone or unsupported in their attempts to integrate virtues or TVP training into their leadership practices. One explained getting ‘funny looks’ when he attempted to speak with virtues and recounted how he had to explain to his colleague what and why he was trying to use virtues. Others reported how they had no one who understood what they had learned nor what they were trying to do. One leader instigated a team-wide virtues program and engaged in direct instruction of her team regarding virtues, but for the other eight participating leaders, not having any colleagues with a shared experience or understanding of TVP limited their perceived ability to transfer their training. We dubbed this the ‘lone wolf’ syndrome, which was confounded by a lack of follow-up support for TVP workshop participants. Other than two subsequent interviews with the first author, the TVP program offered no further support to participating leaders.

The iterative, relational, and life-long learning of leadership means follow-up is needed to support discrete learning events (Dopson et al., 2016). In fact, full range leadership development is not achieved with formal training alone, but rather necessitates a range of activities including “mentoring, job assignments, feedback systems, on-the-job experiences, developmental relationships, exposure to senior executives, leader follower relationships, and formal training” (Collins and Holton, 2004: 218). We therefore suggest that future virtues-based leadership development efforts train multiple individuals from each respective team or organization and carefully consider the issue of training delivery, perhaps providing a series of 2-3 hour workshops instead of two days of training, and offering booster sessions, establishing communities of practice for training participants (Smith et al., 2019), or providing co-constructed coaching (Kempster and Iszatt-White, 2013) to support and embed development.

LIMITATIONS AND FUTURE RESEARCH

This article reports on the first empirical evaluation of TVP as a leadership development program. With this pilot study, we sought to explore how leaders experienced TVP training, and what outcomes they achieved as a result. This work contributes to a refined focus on a virtues-based approach as a better way to develop *good* leadership; encourages critical realist evaluation as a better way to evaluate leadership development efforts; and advances TVP as a program that can serve as a starting point for future leadership development efforts. Despite these contributions, there are limitations.

A primary limitation has to do with the small, homogeneous and non-representative sample. All nine participating leaders self-selected to participate in the study, came from the same rural region of Australia, were employed, held leadership positions, and worked for organizations willing to support their participation in a leadership development study. Critical realist evaluation allowed us to identify the context-mechanisms configurations enabling leader outcomes, hence the phrasing of our findings in terms of developmentally ready leaders. However, broader contextual factors such as the socio-cultural landscape may also have influenced whom our participants were and how they experienced TVP. A future study with greater heterogeneity could explore broader contextual factors and glean how leaders from more diverse backgrounds and organizations experience TVP and achieve outcomes (or not) as a result. Such studies may shed light on how issues of gender, age, educational background, culture, ethnicity, and religiosity influence the adoption or tailoring of virtues and virtues strategies. Relatedly, it is interesting to note that none of our participating leaders came from the banking sector, political parties, or publicly traded companies. Future studies may probe this issue by exploring which industry sectors are more or less receptive to virtues and/or virtues-based development.

A second limitation of this pilot study has to do with our reliance on interviews, which are susceptible to social desirability. Social desirability represents the process whereby research subjects engage in self-deception and/or the deception of others to represent themselves favourably (Nederhof, 1985). When asking leaders to report on their own leadership practices, it is understandable that they might present themselves in a favourable way. Various methods of detection and measures of social desirability have been developed, but none work absolutely nor under all conditions (Nederhof, 1985). Using interviews with colleagues to triangulate leaders' self-reports was an attempt to account for the influence of social desirability among leader interviews. However, this speaks to another limitation, which is our overreliance on self-report. Each leader had at least one colleague provide report on him or her, but more data including quantitative data from leaders and their colleagues would have provided a more comprehensive data set.

These limitations of our pilot study have implications for future research. While preliminary, we argue that our findings are promising, and we encourage future studies to assess how TVP facilitates the development of *good* leadership with more precision and generalizability. Our study sought to explore the questions: How do leaders experience TVP? And, what outcomes do they achieve as a result? In turn, our study poses further questions such as: How do leaders from more diverse contexts experience TVP? Which virtues are best understood and/or deemed important to leadership and flourishing at work? How do outcomes vary when training transfer is supported with booster sessions or coaching? What outcomes are achieved when entire leadership teams experience TVP training? More broadly, future research could address how TVP fits within the wider literature via the development of a leadership development typology and additionally within positive organisational scholarship/positive organisational behaviour as a strategy for promoting individual and collective wellbeing.

We suggest future studies scale-up (Indig et al., 2017) by employing pre-test / post-test mixed-methods evaluation designs which also include control groups and/or ‘head to head’ comparison of standard leadership development programs and TVP. Additional potential impacts that could be assessed in future research include leader developmental readiness (Hannah and Avolio, 2010), ethical climates (Cullen et al., 1993), ethical leadership (e.g. Brown et al., 2005; Riggio et al., 2010; Zhu et al., 2016), virtuous leadership (e.g. Riggio et al., 2010; Wang and Hackett, 2015), or perceptions of organizational virtuousness (Cameron et al., 2004). Drawing on a larger sample, using control groups, and employing mixed methods should allow future studies to empirically assess the theoretical propositions based on TVP’s five strategies to better understand how each may or may not translate to leadership practice (e.g. Newstead et al., 2019a). Such studies may also consider the content and process improvements discussed above and explore the effect of training multiple leaders from within an organization (or an entire leadership team) and providing booster sessions.

A final limitation of this study, and any future study of TVP, is that as a program there is potential for it to be misused. Through its list of virtues and language-based strategies, TVP provides a lexicon and quasi-scripts that might be employed for ill-intent or manipulation. In this way, TVP like any other tool, is susceptible to the intentions of those who use it. However, we trust enough in the potential of TVP to help well-intentioned, developmentally ready leaders lead well to justify advancing it as a leadership development program, even if it risks arming ill-intentioned individuals with a tool to manipulate or misuse. This also relates to the subjectivity of ‘good’. What one person or group (think genocidal government) thinks is ‘good’ may not be deemed good by others, and some may ascribe virtues to behaviors that others would not (think the courage or sacrifice of a suicide bomber). Such complexities stem from a lack of any definitive definition of ‘the good’ despite millennia of philosophizing on the topic and can be seen to deter from efforts such as

ours to understand how we might develop *good* leadership. However, we suggest that even if debate remains in terms of a determinate theory of ‘the good’, the endeavour to develop the goodness of leaders and their practices of leadership is still worthwhile.

CONCLUSION

The pilot study reported in this article represents an important first-step towards understanding how we might employ a virtues-based approach to facilitate the development of *good* leadership. For developmentally ready leaders, TVP was experienced as a trigger event which accelerated their positive development by providing a new understanding of virtues and how to recognize virtues in behavior; a list of 100 virtues to draw on; and adaptable strategies to inform improved leadership communication processes. By highlighting some of the shortcomings of conventional leadership development literature, advancing virtues-based leadership development and TVP as an approach to developing *good* leadership, and proffering critical realist evaluation as a better way to evaluate development efforts; this study paves the way for exciting and important avenues of future research.

REFERENCES

- Alfano M (2013) *Character as moral fiction*, Cambridge: Cambridge University Press.
- Allen TD and Martin A (2017) The work-family interface: A retrospective look at 20 years of research in JOHP. *Journal of Occupational Health Psychology* 22: 259.
- Annas J (2012) Being Virtuous and Doing the Right Thing. In R. Shafer-Landau (Ed.), *Ethical Theory: An Anthology*, (2nd ed.) Vol. 14. John Wiley & Sons Inc.
- Annas J (2015) Applying Virtue to Ethics (Society of Applied Philosophy Annual Lecture 2014). *Journal of Applied Psychology* 32(1): 1-14.
- Antonakis J (2017) On doing better science: From thrill of discovery to policy implications. *The Leadership Quarterly* 28(1): 5-12.
- Antonakis J, Fenley M and Liechti SUE (2011) Can Charisma Be Taught? Tests of Two Interventions. *Academy of Management Learning & Education* 10: 374-396.
- Ardichvili A, Natt och Dag K and Manderscheid S (2016) Leadership development: Current and emerging models and practices. *Advances in Developing Human Resources* 18: 275-285.
- Aristotle (350BCE/1962) *Nicomachean Ethics* (M. Ostwald, Trans.): Englewood Cliffs New Jersey: Prentice Hall, 1962.
- Avolio BJ and Hannah, ST (2008) Developmental readiness: Accelerating leader development. *Consulting Psychology Journal: Practice and Research* 60(4): 331-347.
- Avolio BJ and Hannah ST (2009) Leader developmental readiness. *Industrial and Organizational Psychology* 2(3): 284–287.
- Avolio BJ, Reichardt RJ, Hannah, ST, et al. (2009) A meta-analytic review of leadership impact research: Experimental and quasi-experimental studies. *The Leadership Quarterly* 20(5): 764–784.

- Barge JK (2014) Pivotal leadership and the art of conversation. *Leadership* 10(1): 56–78.
- Bass BM. (1990) From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics* 18: 19-31.
- Bass BM and Steidlmeier P. (1999) Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly* 10: 181.
- Bauman D (2017) The drive to virtue: A virtue ethics account of leadership motivation. In: Sison AJG, Beabout GR and Ferrero I (eds) *Handbook of Virtue Ethics in Business*.
- Bhaskar R (2014) Foreword. In P. Edwards, J. O'Mahoney and S. Vincent (Eds.) *Studying Organizations using Critical Realism*. Oxford: Oxford University Press.
- Bill G, Sims P, McLean A, et al. (2007) Discovering your authentic leadership. *Harvard Business Review* February.
- Bright DS, Cameron KS and Caza A (2006) The amplifying and buffering effects of virtuousness in downsized organizations. *Journal of Business Ethics* 64: 249–269.
- Brown ME, Trevino LK, and Harrison DA (2005) Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes* (2): 117-134.
- Cameron K (2003) Organizational Virtuousness and Performance. *Ch 4 in Positive Organizational Scholarship, book by Cameron, Dutton, Quinn*.
- Cameron KS, Bright D, and Caza A (2004) Exploring the relationships between organizational virtuousness and performance. *The American Behavioral Scientist* 47(6): 766-790.
- Carter SM and Greer CR (2013) Strategic Leadership: Values, Styles, and Organizational Performance. *Journal of Leadership & Organizational Studies (Sage Publications Inc.)* 20: 375.

- Černe M, Dimovski V, Marič M, et al. (2014) Congruence of leader self-perceptions and follower perceptions of authentic leadership: Understanding what authentic leadership is and how it enhances employees' job satisfaction. *Australian Journal of Management (Sage Publications Ltd.)* 39: 453.
- Choudhary AI, Akhtar SA, and Zaheer A (2013) Impact of transformational and servant leadership on organizational performance: A comparative analysis. *Journal of Business Ethics* 116: 433-440.
- Ciulla JB (2004) What is good leadership? *Working Papers - Centre for Public Leadership*: 116-122.
- Ciulla JB (2014) *Ethics, The Heart of Leadership*. 3rd ed. Santa Barbara, California: Praeger.
- Ciulla, JB (2017) Leadership, virtue, and morality in the miniature. In A. J. G. Sison, G. R. Beabout and I. Ferrero (Eds.), *Handbook of Virtue Ethics in Business and Management* (941-949): Springer, Dordrecht.
- Collins DB and Holton EF, III. (2004) The Effectiveness of Managerial Leadership Development Programs: A Meta-Analysis of Studies from 1982 to 2001. *Human Resource Development Quarterly* 15: 217-248.
- Conger JA (1998) Qualitative research as a cornerstone methodology for understanding leadership. *Leadership Quarterly* 9: 107-121.
- Conger JA and Church AH (2018) *The High Potential's Advantage: Get Noticed, Impress Your Bosses, and Become a Top Leader*: Harvard Business Review Press.
- Cooper CD, Scandura TA and Schriesheim CA (2005) Looking forward but learning from our past: Potential challenges to developing authentic leadership theory and authentic leaders. *The Leadership Quarterly* 16(3): 475-493.

- Crawford J, Dawkins S, Martin A, et al. (2019) Putting the leader back into authentic leadership: Reconceptualising and rethinking leaders. *Australian Journal of Management (Sage Publications Ltd.)* online.
- Creswell, JW (2014) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed) Thousand Oaks: SAGE Publications.
- Crossan M, Mazutis D, Seijts G, et al. (2013) Developing leadership character in business programs. *Academy of Management Learning & Education* 12: 285-305.
- Cullen JB, Victor B, and Bronson JW (1993) The ethical climate questionnaire: An assessment of its development and validity. *Psychological reports* 73(2): 667-674.
- Dan-Shang W and Chia-Chun H. (2013) The effect of authentic leadership on employee trust and employee engagement. *Social Behavior & Personality: an international journal* 41: 613-624.
- Day D, Fleenor J, Atwater L, et al. (2014) Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly* 25: 63-82.
- Day D, and Harrison M (2007) A multilevel, identity-based approach to leadership development. *Human Resource Management Review* 17: 360-737.
- Day D and Liu Z (2018) What is Wrong with Leadership Development and What Might Be Done with It? In: Riggio RE (ed) *What's Wrong with Leadership? Improving Leadership Theory, Research, and Practice*. Routledge.
- Dinh JE, Lord RG, Gardner WL, et al. (2014) Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly* 25: 36-62.
- Dopson S, Ferlie E, McGivern G, et al. (2016) The impact of leadership and leadership development in higher education: a review of the literature and evidence.

- Edwards P, O'Mahoney J, and Vincent S (Eds.) (2014). *Studying Organizations using Critical Realism*. Oxford: Oxford University press.
- Eisenhardt KM (1989) Building theories from case study research. *Academy of Management Review* 14(4): 532-550.
- Eisenhardt KM., and Graebner ME. (2007) Theory building from cases: Opportunities and challenges. *Academy of Management Journal* 50(1): 25–32.
- Eva N, Robin M, Sendjaya S, et al. (2019) Servant leadership: A systematic review and call for future research. *The Leadership Quarterly* 30: 111-132.
- Fehr R, Kai Chi YAM and Dang C (2015) Moralized leadership: The construction and consequences of ethical leadership perceptions. *Academy of Management Review* 40(2): 182-209. doi: 10.5465/amr.2013.0358
- Gardner WL, Avolio BJ, Luthans F et al. (2005) “Can you see the real me?” A self-based model of authentic leader and follower development. *The Leadership Quarterly*, 16: 343-372. doi: 10.1016/j.leaqua.2005.03.003
- Graham J, Haidt J, Koleva S, et al. (2013) Moral foundations theory: The pragmatic validity of moral pluralism. *Advances in Experimental Social Psychology* 47: 55-130.
- Greenhalgh J (2014) Realist synthesis. In P. Edwards, J. O'Mahoney and S. Vincent (Eds.), *Studying Organizations using Critical Realism*. Oxford: Oxford University Press
- Hackett RD and Wang G (2012) Virtues and leadership. An integrating conceptual framework founded in Aristotelian and Confucian perspectives on virtues. *Management Decision* 50: 868-899.
- Haidt J, Graham J and Joseph C (2009) Above and below left–right: Ideological narratives and moral foundations. *Psychological Inquiry* 20(2-3): 110-119.
- Hannah ST and Avolio BJ (2010) Ready or not: How do we accelerate the developmental readiness of leaders? *Journal of Organizational Behavior* 31: 1181–1187.

- Hannah ST and Avolio BJ (2011a) Leader character, ethos, and virtue: Individual and collective considerations. *Leadership Quarterly* 22: 989-994.
- Hannah ST and Avolio BJ (2011b) The Locus of Leader Character. *The Leadership Quarterly* 22: 979-983.
- Indig D, Lee K, Grunseit A et al. (2017) Pathways for scaling up public health interventions. *Bmc Public Health* 18: 68.
- Isabella, LA (1990) Evolving interpretations as a change unfolds: How managers construe key organizational events. *Academy of Management Journal* 33(1): 7-41.
- Kellerman B (2012) *The End of Leadership*. Broadway, New York: Harper Collins Publishers.
- Kempster S and Iszatt-White M (2013) Towards co-constructed coaching: Exploring the integration of coaching and co-constructed autoethnography in leadership development. *Management Learning* 44(4): 319-336.
- Kempster S and Parry KW (2011) Grounded theory and leadership research: A critical realist perspective. *Leadership Quarterly* 22(1): 106-120. doi: 10.1016/j.leaqua.2010.12.010
- Kempster S and Stewart J (2010) Becoming a leader: A co-produced autoethnographic exploration of situated learning of leadership practice. *Management Learning* 41: 205-219.
- Kessler I and Bach S (2014) Comparing Cases. In P. Edwards, J. O'Mahoney and S. Vincent (Eds.), *Studying Organizations Using Critical Realism*. Oxford: Oxford University Press.
- Lacouture A, Breton E, Guichard A et al. (2015) The concept of mechanism from a realist approach: a scoping review to facilitate its operationalization in public health program evaluation. *Implementation Science* 10: 2-10.

- Manz KP, Marx, RD, Neal, JA et al. (2006) The language of virtues: Toward an inclusive approach for integrating spirituality in management education. *Journal of Management, Spirituality and Religion* 3(1/2): 104-125.
- Marchal B, van Belle S, van Olmen J et al. (2012) Is realist evaluation keeping its promise? A review of published empirical studies in the field of health systems research. *Evaluation* 18(2), 192-212.
- Mayfield JR, Mayfield MP and Kopf J (1998) The Effects of Leader Motivating Language on Subordinate Performance and Satisfaction. *Human Resource Management* 37: 235.
- McAlearney AS (2006) Leadership development in healthcare: a qualitative study. *Journal of Organizational Behavior* 27: 967.
- Militello M and Benham MKP (2010) “Sorting Out” collective leadership: How Q-methodology can be used to evaluate leadership development. *The Leadership Quarterly* 21: 620-632.
- Murphy S (2018) Leadership development starts earlier than we think: Capturing the capacity of new leaders to address the leader talent shortage. In: Riggio R (ed) *What's Wrong with Leadership? Improving Leadership Research and Practice*. New York: Routledge, 209-225.
- Neubert MJ, Carlson DS, Kacmar KM et al. (2009) The Virtuous Influence of Ethical Leadership Behavior: Evidence from the Field. *Journal of Business Ethics* 90: 157-170.
- Newstead T, Macklin R, Dawkins S et al. (2018) What is virtue? Advancing the conceptualization of virtue to inform positive organizational inquiry. *Academy of Management Perspectives* 32: 443-457.
- Newstead T, Dawkins S, Macklin R et al. (2019a) The Virtues Project: An approach to developing good leaders. *Journal of Business Ethics* online.

- Newstead T, Dawkins S, Macklin R et al. (2019b) We don't need more leaders - we need more good leaders. *The Leadership Quarterly* online.
- Nederhof AJ (1985) Methods of coping with social desirability bias: A review. *European Journal of Social Psychology* 15(3): 263-280.
- Nielsen K and Abildgaard JS (2013) Organizational interventions: A research-based framework for the evaluation of both process and effects. *Work and Stress* 27(3): 278-297. doi: 10.1080/02678373.2013.812358
- Nielsen K and Miraglia M (2017) What works for whom in which circumstances? On the need to move beyond the 'what works?' question in organizational intervention research. *Human Relations* 70(1): 40–62.
- Nielsen K and Randall R (2013) Opening the black box: Presenting a model for evaluating organizational level interventions. *European Journal of Work and Organizational Psychology* 22(5): 601-617.
- Nielsen K, Randall R, Holten, A et al. (2010) Conducting organizational- level occupational health interventions: What works? *Work and Stress* 24(3): 234-259.
- Owens BP and Hekman DR (2012) Modeling how to grow: An inductive examination of humble leader behaviors, contingencies, and outcomes. *Academy of Management Journal* 55(4): 787-818. doi: 10.5465/amj.2010.0441
- Patton, MQ (2015). *Qualitative Research and Evaluation Methods* (4th ed.) Thousand Oaks, California: SAGE Publications.
- Pawson R and Manzano-Santaella A (2012) A realist diagnostic workshop. *Evaluation*, 18(2): 176-191.
- Pearce CL, Waldman DA and Csikszentmihaly M (2006) Virtuous leadership: A theoretical model and research agenda. *Journal of Management, Spirituality & Religion* 3: 60-77.

- Peterson C and Seligman M (2004) *Character strengths and virtues: A handbook and classification*: Washington, D.C.: American Psychological Association, 2004.
- Podsakoff PM, MacKenzie SB, Moorman RH, et al. (1990) Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *The Leadership Quarterly* 1: 107-142.
- Popov, LK (2015) *The Virtues Project*. Available at: <http://www.virtuesproject.com/> (December 2019)
- Popov LK and Smith K (2005) *The Virtues Project Educator's Guide: Simple ways to Create a Culture of Character*. Rev ed. Toronto: Ontario College of Teachers.
- Puente S, Crous F and Venter A (2007) The role of a positive trigger event in actioning authentic leadership development. *SA Journal of Human Resource Management* 5(1): 11-18.
- Riggio RE, Zhu W, Reina C et al. (2010) Virtue-based measurement of ethical leadership: The Leadership Virtues Questionnaire. *Consulting Psychology Journal: Practice and Research* 62(4): 235-250. doi: <http://dx.doi.org/10.1037/a0022286>
- Smith S, Kempster S and Wenger-Trayner E. (2019) Developing a Program Community of Practice for Leadership Development. *Journal of Management Education* 43: 62-88.
- Solomon RC (1999) *A Better Way to Think About Business*, Oxford: Oxford University Press.
- Thomas DR (2006) A General Inductive Approach for Analyzing Qualitative Evaluation Data. *American Journal of Evaluation* 27(2): 237-246. doi: 10.1177/1098214005283748
- Tsekeris C (2015) Contextualising the self in contemporary social science. *Contemporary Social Science* 10(1): 1-14.
- van Dierendonck D (2011) Servant leadership: A review and synthesis. *Journal of Management* 37: 1228-1261.

Vasalou S (2012) Educating virtue as a mastery of language. *Journal of Ethics* 16(1): 67- 87.

doi: 10.1007/s10892-011-9111-5

Wang G and Hackett RD (2015) Conceptualization and Measurement of Virtuous

Leadership: Doing Well by Doing Good. *Journal of Business Ethics* 1-25.

Weick KE, Sutcliffe KM and Obstfeld D (2005) Organizing and the process of

sensemaking. *Organization Science* 16(4): 409-421.

Whetstone JT (2003) The language of managerial excellence: Virtues as understood and

applied. *Journal of Business Ethics* (4): 343-357.

Yin RK (2003) *Applications of Case Study Research*. Thousand Oaks, California: Sage

Publication.

Zhu W, Treviño LK and Zheng X (2016) Ethical Leaders and Their Followers: The

Transmission of Moral Identity and Moral Attentiveness. *Business Ethics Quarterly*

26(1): 95-115. doi: 10.1017/beq.2016.11

Allen TD and Martin A. (2017) The work-family interface: A retrospective look at 20 years of research in JOHP. *Journal of Occupational Health Psychology* 22: 259.

Annas J. (2012) Being Virtuous and Doing the Right Thing. In: Shafer-Landau R (ed) *Ethical Theory: An Anthology*. 2 ed.: John Wiley & Sons Inc.

Antonakis J, Fenley M and Liechti SUE. (2011) Can Charisma Be Taught? Tests of Two Interventions. *Academy of Management Learning & Education* 10: 374-396.

Ardichvili A, Natt och Dag K and Manderscheid S. (2016) Leadership development: Current and emerging models and practices. *Advances in Developing Human Resources* 18: 275-285.

Avolio BJ and Gardner WL. (2005) Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly* 16: 315-338.

Avolio BJ and Hannah ST. (2008) Developmental readiness: Accelerating leader development. *Consulting Psychology Journal: Practice and Research* 60: 331-347.

Avolio BJ and Hannah ST. (2009) Leader developmental readiness. *Industrial and Organizational Psychology* 2: 284-287.

Bass BM. (1990) From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics* 18: 19-31.

- Bass BM and Steidlmeier P. (1999) Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly* 10: 181.
- Bill G, Sims P, McLean A, et al. (2007) Discovering your authentic leadership. *Harvard Business Review* February.
- Bright DS, Cameron KS and Caza A. (2006) The amplifying and buffering effects of virtuousness in downsized organizations. *Journal of Business Ethics* 64: 249–269.
- Cameron K. (2003) Organizational Virtuousness and Performance. *Ch 4 in Positive Organizational Scholarship*, book by Cameron, Dutton, Quinn.
- Carter SM and Greer CR. (2013) Strategic Leadership: Values, Styles, and Organizational Performance. *Journal of Leadership & Organizational Studies (Sage Publications Inc.)* 20: 375.
- Černe M, Dimovski V, Marič M, et al. (2014) Congruence of leader self-perceptions and follower perceptions of authentic leadership: Understanding what authentic leadership is and how it enhances employees' job satisfaction. *Australian Journal of Management (Sage Publications Ltd.)* 39: 453.
- Choudhary AI, Akhtar, S. A., & Zaheer, A. (2013) Impact of transformational and servant leadership on organizational performance: A comparative analysis. *Journal of Business Ethics* 116: 433-440.
- Ciulla J. (2004) Ethics and leadership effectiveness. In: Antonakis J, Cianciolo AT and Sternberg RJ (eds) *The nature of leadership*. Thousand Oaks, California: SAGE, 302-327.
- Ciulla J. (2014) *Ethics, The Heart of Leadership*. 3rd ed. Santa Barbara, California: Praeger.
- Collins DB and Holton EF, III. (2004) The Effectiveness of Managerial Leadership Development Programs: A Meta-Analysis of Studies from 1982 to 2001. *Human Resource Development Quarterly* 15: 217-248.
- Conger JA and Church AH. (2018) *The High Potential's Advantage: Get Noticed, Impress Your Bosses, and Become a Top Leader*: Harvard Business Review Press.
- Crawford J, Dawkins S, Martin A, et al. (2019) Putting the leader back into authentic leadership: Reconceptualising and rethinking leaders. *Australian Journal of Management (Sage Publications Ltd.)* online.
- Crossan M, Mazutis D, Seijts G, et al. (2013) Developing Leadership Character in Business Programs. *Academy of Management Learning & Education* 12: 285-305.
- Dan-Shang W and Chia-Chun H. (2013) THE EFFECT OF AUTHENTIC LEADERSHIP ON EMPLOYEE TRUST AND EMPLOYEE ENGAGEMENT. *Social Behavior & Personality: an international journal* 41: 613-624.
- Day D, Fleenor J, Atwater L, et al. (2014) Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly* 25: 63-82.
- Day D and Liu Z. (2018) What is Wrong with Leadership Development and What Might Be Done with It? In: Riggio RE (ed) *What's Wrong with Leadership? Improving Leadership Theory, Research, and Practice*. Routledge.
- Dinh JE, Lord RG, Gardner WL, et al. (2014) Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly* 25: 36-62.
- Dopson S, Ferlie E, McGivern G, et al. (2016) The impact of leadership and leadership development in higher education: a review of the literature and evidence.
- Eva N, Robin M, Sendjaya S, et al. (2019) Servant leadership: A systematic review and call for future research. *The Leadership Quarterly* 30: 111-132.
- Hackett RD and Wang G. (2012) Virtues and leadership. An integrating conceptual framework founded in Aristotelian and Confucian perspectives on virtues. *MANAGEMENT DECISION* 50: 868-899.

- Hannah ST and Avolio BJ. (2010) Ready or not: How do we accelerate the developmental readiness of leaders? *Journal of Organizational Behavior* 31: 1181–1187.
- Hannah ST and Avolio BJ. (2011a) Leader character, ethos, and virtue: Individual and collective considerations. *Leadership Quarterly* 22: 989-994.
- Hannah ST and Avolio BJ. (2011b) The Locus of Leader Character. *The Leadership Quarterly* 22: 979-983.
- Indig D, Lee K, Grunseit A, et al. (2017) Pathways for scaling up public health interventions. *Bmc Public Health* 18: 68.
- Kellerman B. (2012) *The End of Leadership*, Broadway, New York: Harper Collins Publishers.
- Kempster S and Iszatt-White M. (2013) Towards co-constructed coaching: Exploring the integration of coaching and co-constructed autoethnography in leadership development. *Management Learning* 44: 319-336.
- Kempster S and Stewart J. (2010) Becoming a leader: A co-produced autoethnographic exploration of situated learning of leadership practice. *Management Learning* 41: 205-219.
- Mayfield JR, Mayfield MP and Kopf J. (1998) The Effects of Leader Motivating Language on Subordinate Performance and Satisfaction. *Human Resource Management* 37: 235.
- McAlearney AS. (2006) Leadership development in healthcare: a qualitative study. *Journal of Organizational Behavior* 27: 967.
- Militello M and Benham MKP. (2010) “Sorting Out” collective leadership: How Q-methodology can be used to evaluate leadership development. *The Leadership Quarterly* 21: 620-632.
- Murphy S. (2018) Leadership development starts earlier than we think: Capturing the capacity of new leaders to address the leader talent shortage. In: Riggio R (ed) *What's Wrong with Leadership? Improving Leadership Research and Practice*. New York: Routledge, 209-225.
- Neubert MJ, Carlson DS, Kacmar KM, et al. (2009) The Virtuous Influence of Ethical Leadership Behavior: Evidence from the Field. *Journal of Business Ethics* 90: 157-170.
- Newstead T, Dawkins S, Macklin R, et al. (2019a) The Virtues Project: An approach to developing good leaders. *Journal of Business Ethics* online.
- Newstead T, Dawkins S, Macklin R, et al. (2019b) We don't need more leaders - we need more good leaders. *The Leadership Quarterly* online.
- Patton MQ. (2015) *Qualitative Research and Evaluation Methods*, Thousand Oaks, California: SAGE Publications.
- Pearce CL, Waldman DA and Csikszentmihaly M. (2006) Virtuous leadership: A theoretical model and research agenda. *Journal of Management, Spirituality & Religion* 3: 60-77.
- Peterson C and Seligman MEP. (2004) *Character strengths and virtues: A handbook and classification*: Washington, D.C.: American Psychological Association, 2004.
- Podsakoff PM, MacKenzie SB, Moorman RH, et al. (1990) Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *The Leadership Quarterly* 1: 107-142.
- Popov LK. (2019) *The Virtues Project*. Available at: <http://www.virtuesproject.com/>.
- Popov LK and Smith K. (2005) *The Virtues Project Educator's Guide: Simple ways to Create a Culture of Character*. Rev ed, Toronto: Ontario College of Teachers.
- Riggio RE, Zhu W, Reina C, et al. (2010) Virtue-based measurement of ethical leadership: The Leadership Virtues Questionnaire. *Consulting Psychology Journal: Practice and Research* 62: 235-250.

- Smith S, Kempster S and Wenger-Trayner E. (2019) Developing a Program Community of Practice for Leadership Development. *Journal of Management Education* 43: 62-88.
- Solomon RC. (1999) *A Better Way to Think About Business*, Oxford: Oxford University Press.
- van Dierendonck D. (2011) Servant leadership: A review and synthesis. *Journal of Management* 37: 1228-1261.
- Wang G and Hackett RD. (2015) Conceptualization and Measurement of Virtuous Leadership: Doing Well by Doing Good. *Journal of Business Ethics*: 1-25.