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Chapter 1. Introduction

Employers worldwide spend over 350 billion USD per year on leadership development programs (Beer, Finnstrom, & Schrader, 2016). Yet, practitioners and researchers alike find that such developmental efforts often do not achieve their goals (e.g. Day & Dragoni 2015; Petrie, 2011). Moreover, the leadership development literature is divided over the question whether individual leaders can be developed at all. On the one hand, essentialist conceptualizations of leadership view it as something individuals can gradually grow and have within themselves. On the other hand, leadership is increasingly seen as a process of co-construction between leaders and followers that is contextual and never definitively established (DeRue & Ashford, 2010b) or as a distributed quality of a collective (Cullen-Lester, Maupin, & Carter, 2017). Still, these different leadership development conversations would likely agree that what is both possible and highly needed is developing individuals' capability for leadership, in other words, equipping them optimally for the ever-renewed effort of negotiating a leader identity with (potential) followers, assuming and carrying the leader mantle, or participating to building the leadership of a team.

In the search for what equips individuals for leadership, there is increasing recognition that leader growth occurs in all domains of life (Avolio & Gardner, 2005; Hammond, Clapp-Smith, & Palanski, 2017). Calls to take nonwork development opportunities into account when researching leadership development have recently multiplied: "We see learning from life experiences outside of work as also key for learning to lead" (Sturm, Vera, & Crossan, 2017: 360); "Some of the most potent and developmental experiences may not occur at work" (Day & Dragoni, 2015: 141). While these nonwork development opportunities have mostly been seen as coming from "crucibles of leadership" (dramatic challenges or even misfortunes that befall the individual and imprint leadership lessons (Bennis & Thomas, 2002: 62), if one is to

harness the nonwork domain in the service of leader development, a closer look at purposefully chosen experiences or activities is warranted.

Among the nonwork roles one can freely choose, serious leisure, the passionate pursuit of a volunteer, amateur or hobbyist activity with an aim to master its special skill or knowledge (Stebbins, 1982), is gaining importance in many individuals' lives. Serious leisure participation is growing, from amateur music (Bonde, Juel & Eckholm, 2018) to marathon running (Vitti, Nikolaidis, Villiger, Onywera, & Knechtle, 2019) to career volunteering (Cantillon & Bakker, 2019). A serious leisure interest develops a strong personal identity associated with it: given that the parenting role is no longer ubiquitous, as younger generations delay or even forego becoming parents (Gallagher, 2018) and empty nesters lengthen their work lives (Wise, 2010), for a growing number of leaders a serious leisure identity may be the strongest nonwork identity they have. This identity develops and reflects values such as individual agency, tenacity, self-awareness and striving for one's best (Stebbins, 1992) that are also part of implicit theories of leadership, common views about how a leader should be and act (Epitropaki, Sy, Martin, Tram-Quon, & Topakas, 2013). Moreover, leaders' mental health, their ability to recover and their psychological resources are important not only to themselves and their development, but also to their followers and their organizations, and the leisure recovery literature points to active, intrinsically motivated, purposeful leisure activities as best for work recovery and performance (Delle Fave & Massimini, 2003).

While the considerations above suggest a role for serious leisure as a possible secret ingredient in recipes of leader development and effectiveness, the leadership and the serious leisure literatures have not yet engaged in conversation with each other. Indeed, even explorations of the interaction between one's serious leisure and one's work have been scarce, with a few studies contributing promising insights such as the capacity of serious leisure to develop career self-efficacy (Kelly, Strauss, Arnold & Stride, 2019) and limited conflict

between the serious leisure and the work roles (Falcous, 2017; Simmons, Mahoney, & Hambrick, 2016).

The fact that the meaning of a serious leisure interest and identity for one's leadership has not yet been explored may partially be due to the fact that the romance of leadership, our tendency to attribute disproportionate explanatory powers to leadership in anything from organizational to political, military, economic and social outcomes (Bligh, Kohles, & Pillai, 2011) is blocking our sight. It makes us see leaders as strong, balanced individuals who, like a perpetuum mobile, find in the leader role both the main source and the main use of their energy (Barling & Cloutier, 2017) and who do not need nor have room for other personal identities because central to their self is the bigger than life leader identity (Meindl & Ehrlich, 1987).

This dissertation aims to build a first bridge between the leadership and the serious leisure literatures. Its central research question is: *how does having a serious leisure interest influence leaders' development and effectiveness?* In what follows I outline the main concepts my dissertation focuses on, arising from the several bodies of research I have cited. After presenting this conceptual background, I reflect on the main themes represented in this work's ensuing chapters. I then conclude by presenting the research design of this dissertation, the four different documentation and data collection projects that underlie it and an overview of the remaining chapters in this dissertation.

1.1 Conceptual background

In this section I introduce the concepts that are central to this dissertation. I start with serious leisure (and similar concepts such as leisure crafting and passion for an activity), followed by the concepts of leader development and effectiveness, leader identity development and identity construction, role conflict and role enrichment, stress coping and recovery through leisure, executive job demands and leaders' mental health.

1.1.1 Serious leisure and related concepts

Not all leisure is created equal: watching TV or simply “idling” have been found to lead to boredom and apathy (Delle Fave and Massimini 1996, Iso-Ahola, 1997) while activities such as sports, games, arts and hobbies lead to the most positive experiences in leisure, as they provide enjoyment but also focused attention, goal setting and engagement (Kleiber, Larson, & Csikszentmihalyi, 1986). Serious leisure, defined as “the systematic pursuit of an amateur, hobbyist or volunteer activity that is sufficiently substantial and interesting for a participant to find a career there in the acquisition and expression of its special skills and knowledge” (Stebbins, 1992: 3) is rooted in Aristotle’s view of leisure as space for the development of the self, as an intentional, purposeful search for achievement and learning quite distinct from mere amusement and from the buying and consuming of things (Beatty & Torbert, 2003; Carr, 2017), Delle Fave and Massimini 2003, (Kelly, 1981; Kleiber et al., 1986; Larson, 2000), Stebbins 1997). Six characteristics distinguish serious leisure from its casual counterpart: 1) it requires perseverance; 2) it is career-like, albeit most often not remunerated; 3) it requires significant effort through the development of special knowledge, training and/or skill; 4) there is strong identification by the participant with the pursuit; 5) it is surrounded by a unique ethos, a special social world; and 6) it brings (some of) the following long lasting benefits: self-actualization, self-enrichment, self-expression, renewal or regeneration of self, feelings of accomplishment, enhancement of self-image, social interaction and belongingness, lasting physical products resulting from the activity and the one benefit common with casual leisure and more evanescent than the others, self-gratification, pure fun (Stebbins 1979, Stebbins 1981). While numerous studies have confirmed the psychological benefits of serious leisure, what, if anything, serious leisure means for one’s development and effectiveness as a leader, over and above casual leisure, has not been explored.

Other concepts that share some of serious leisure's characteristics are "leisure crafting", "the proactive pursuit and enactment of leisure activities targeted at goal setting, human connection, learning and personal development" (Petrou & Bakker, 2016: 507) and passion for an activity, defined as a strong desire to invest time and energy into an activity that is significant in a person's life (Vallerand et al., 2003). Two very different types of passion exist: harmonious passion and obsessive passion. In the context of self-determination theory (Ryan & Deci, 2000) and of identity theories (Stryker & Burke, 2000), these two types of passion differ by how they are internalized into the individual's self-concept. While harmonious passion is internalized autonomously, obsessive passion is internalized based on interpersonal or intrapersonal contingencies (for example the need for social acceptance) that create internal pressures to engage in that activity. Unlike its harmonious counterpart, obsessive passion leads to little or no positive performance and affect outcomes (Vallerand et al., 2003; Vallerand et al., 2007). This highlights the importance of differentiating between harmonious and obsessive passion in serious leisure when studying the potential interaction of serious leisure and leaders' development and effectiveness.

1.1.2 Leader development and effectiveness

Leader development has traditionally focused on the acquisition of competencies, knowledge and skills needed to exercise leadership (Marshall-Mies et al., 2000; Mumford, Todd, Higgs, & McIntosh, 2017). Later research has added *psychological resources* required for leader development, such as self-awareness (Reilly et al., 2014) and psychological capital (Pitichat, Reichard, Kea-Edwards, Middleton, & Norman, 2018). This points to the interest of exploring how these antecedents of leader development connect with the ability of serious leisure interests to develop skills (some of which could be useful in a leader role) and more importantly, to replenish and create psychological resources. However, the ultimate goal of

leader development, beyond the acquisition of skills and psychological resources, is leader effectiveness (Day et al., 2013). The concept of leader effectiveness, although widely used in both theoretical and empirical research (e.g. Chan & Drasgow, 2001; Epitropaki et al., 2017; Halevy, Berson & Galinski, 2011) has seldom been explicitly defined, one rare exception being Cha and colleagues' specification of leader effectiveness as "achieving desirable follower outcomes" (Cha et al., 2019: 640). Indeed, leader effectiveness is most often operationalized as a 360-degree feedback rating of how effective the target individual is, in the leader role. Not surprisingly, this means that "effectiveness is in the eye of the beholder" (Day et al., 2013: 72) with different raters associating different leadership behaviors with leader effectiveness (Hooijberg & Choi, 2000).

In this work I conceptualize leader development as aiming for higher leader effectiveness, while recognizing that the latter is subjective and "can take myriad forms depending on the particular context and the underlying challenges" (Day & Dragoni, 2014: 135). This takes the notion of leader development outside the positivist, essentialist tradition whereby one can gradually grow as a leader by accumulating the necessary cognitive and psychological tools and into the territory of constructionist perspectives on leadership (DeRue et al., 2010), in close connection with one's leader identity.

1.1.3 Leader identity development and construction

Increasingly seen as central to leaders' growth is the leader identity (Epitropaki, Kark, Mainemelis, & Lord, 2017). Yet, the notion of developing a leader identity is more problematic than that of accumulating skills because, similarly to the above discussion of leader effectiveness, the leader identity is subject to ups and downs, it depends on context (Liu, Cutcher, & Grant, 2017) and it is negotiated in social interaction with one's (intended) followers (DeRue, Ashford, & Cotton, 2009). Constructing a leader identity is a form of

identity work, defined as “forming, repairing, maintaining, strengthening or revising the constructions that are productive of a sense of coherence” (Sveningsson & Alvesson, 2003: 1165). This process is narrative-based, both internally-oriented (the self-directed stories that create and strengthen one’s self-concept as a leader) and externally-oriented, the dramaturgical performance of claiming and sustaining a leader identity in front of followers (Down & Reveley, 2009; Shamir & Eilam, 2005). However, as research on multiple identities shows, identity work most often occurs at the intersection of one’s several identities, in an attempt to integrate, separate or blend them (Ramarajan, 2014). Since serious leisure builds a strong personal identity, this shows the interest of exploring how leaders’ identity work occurs when taking into account their serious leisure identity. Also, part of how two identities interact will be determined by the interaction between the roles underlying those identities.

1.1.4 Role conflict and role enrichment

Two roles an individual inhabits can be in conflict, competing for the individual’s limited resources such as time and energy (Greenhaus & Beutell, 1985) but can also enrich each other through the creation and transfer of valuable resources (Greenhaus & Powell, 2006), with conflict and enrichment often co-existing, rather than representing two opposite ends of a continuum. Role enrichment has mostly focused on the interaction of the family and the work role, but a small number of enrichment studies included either family-to-leadership enrichment (Dumas & Stanko, 2016) or personal interests-to-work enrichment (Allis & O’Driscoll, 2008; Fisher, Bulger, & Smith, 2009; Hecht & Boies, 2009; Kirchmeyer, 1992; Ruderman, Ohlott, Panzer, & King, 2002). This literature found limited inter-role conflict between one’s personal interests and work, given the flexibility of the former. One of the rare papers to touch on the interaction of serious leisure and work, a study of Ironman participants, found little conflict

between their serious leisure and their work (Simmons et al., 2016). The enrichment potential of serious leisure for work or for the leader role has however hardly been explored.

1.1.5 Stress coping and work recovery through leisure

Work recovery experiences have been classified into one of four groups: mastery, control, detachment and relaxation, with the later addition of others such as enjoyment (Sonnentag, Venz, & Casper, 2017). Various leisure activities have been found to provide some of these recovery experiences (Bakker, Demerouti, Oerlemans, & Sonnentag, 2013; Mojza, Sonnentag, & Bornemann, 2011) but attempts at isolating consistent benefits of one or another type of leisure, classified by ostensibly objective criteria (such as how active or social they are) have failed. This confirmed that how one's leisure impacts one's personal resources is phenomenological, so that, for example, a sports activity can be relaxing or stressful, an artistic activity can spark creativity or be a depleting bore, depending on the individual participant's subjective experience of, and meanings associated with, that activity (Eschleman, Madsen, Alarcon, & Barelka, 2014). Serious leisure unites various types of activities in how they are experienced by the individual and thus provides an ideal setting for examining its recovery properties in relation to work. Yet, to date, such examinations have been sparse.

1.1.6 Executive job demands and leaders' mental health

Leaders' burnout, positive or negative affect, and psychological capital can have a far-reaching impact, extending to the well-being and work performance of their followers (Eubanks & Mumford, 2010; Harms, Crede, Tynan, Leon & Jeung, 2017; Sprague, Verona, Kalkhoff & Kilmer, 2011) and, in the case of senior executives, to the success of the organizations they lead (Hambrick, Finkelstein, & Mooney, 2005). However, while a robust body of literature examines employees' work stress and well-being at work, the mental health of leaders has hardly been addressed (Barling & Cloutier, 2017). How leaders perceive the

strain of their job (conceptualized, when they are senior executives, as “executive job demands”, the subjective difficulty of a senior executive’s job (Hambrick, Finkelstein & Mooney, 2005a) and the strategies they use to cope with it are therefore research areas open to exploration.

1.2 Main themes of this research

The theoretical overview of the main concepts presented above aims to set up the background against which this doctoral dissertation unfolds. By integrating the insights from a review of two separate research conversations (serious leisure on one hand, and leader identity and development on the other) with those from several empirical studies I answer the following main research question:

How does having a serious leisure interest influence a leader’s development and effectiveness?

In answering this research question, three themes emerged. Below I outline each of these key themes and how they arise throughout this dissertation.

1.2.1 Role of the serious leisure identity in leaders’ identity construction

How leaders create and maintain a leader identity through identity work and identity construction (DeRue & Ashford, 2010) is increasingly recognized as central to leaders’ development and effectiveness (Ely, Ibarra, & Kolb, 2011). While in the leadership identity construction process leaders and followers play equally important roles, the process most often starts with the (aspiring) leader claiming a leader identity. Given the ambiguous, unstable and socially constructed nature of leadership (Ibarra, Wittman, Petriglieri & Day, 2014) leaders claim a leader identity not only when the leadership relationship emerges, but also in an ongoing, “maintenance” effort. This day-to-day maintenance of a leader identity is less likely to take an overt, direct form (“I am your leader”) and more likely to take indirect forms, such

as constructing personal attributes that followers are likely to associate with ideal leaders. This is where a serious leisure identity, if present, can play an important role, as serious leisure engenders a strong personal identity consisting of attributes that are often similar with those desirable for leaders such as perseverance, drive for self-actualization, sometimes strength (when it involves an athletic endeavor) or creativity (when it involves an artistic endeavor).

The theme of how leaders construct a broader and more “interesting” leader identity by incorporating attributes coming from their serious leisure identities arises through conceptual work, in Chapter 2 and empirically, in Chapter 3. I also detail promising potential implications of this theme for future research on women’s leadership, in a practitioner essay included in Chapter 5 (“How athletic hobbies can benefit women’s leadership”).

1.2.2 Enrichment of the leader role by the serious leisure role

Role enrichment research outlines how two life roles that are important to the individual can enrich each other by generating and transferring valuable resources (Dumas & Stanko, 2017; Greenhaus & Powell, 2006). Its focus has mostly been on work-family enrichment, largely as a reaction to the more voluminous literature on work-family conflict. However, the new century brings with it whole new possibilities for how interconnected one’s various life roles can become as well as an eroding presence of the family role for leaders (as young leaders hesitate to build families and lengthening work lives mean that leaders can continue in their roles long after their children have left the nest). With serious leisure becoming one of the top life roles for an increasing number of individuals, the potential enrichment between this role and the leader role becomes increasingly relevant. Although I do not propose to ignore the potential conflict between serious leisure and the leader role, in this work I argue for the priority of studying enrichment over conflict given a) the voluntary, flexible nature of serious leisure and several indications of low work-serious leisure conflict from extant empirical research and

b) the fact that, rather than opposite ends of a continuum, enrichment and conflict can co-exist, and can therefore be studied separately.

The theme of serious leisure-to-leadership enrichment arises through conceptual theory building in Chapter 2 and then, specifically with regard to the psychological resources provided by serious leisure, in the empirical study of Chapter 4. In a practitioner essay included in Chapter 5, (“Why CEOs devote so much time to their hobbies”), I illustrate the enriching benefits that interviewed top CEOs perceive their serious leisure brings to their effectiveness in the leader role through the development of skills, perspectives, psychological resources and social capital.

1.2.3 The “positive diversification” provided by the serious leisure identity

A leader role is generally highly valued and socially desirable, which increases the likelihood that it would become a highly salient role for the individual. Moreover, leaders are expected to fully identify with the organizations/groups that they lead (Kreiner, Hollensbe, & Sheep, 2006) and to self-sacrifice for the collective (van Knippenberg & van Knippenberg, 2005). Thus, leaders are at risk of allocating to the leader identity an excessively large “portion” of their “self” or turning it into an obsessive passion (Birkeland & Buch, 2015). This risk is magnified by the unstable, ambiguous, anxiety-fueling nature of the leader identity (Ibarra et al., 2014) and the “spiraling” nature of leader identity development (Day, Harrison, & Halpin, 2009). In this context, having another, strong and positive personal identity such as a serious leisure one, that offers opportunities for self-affirmation (Donahue, Rip, & Vallerand, 2009) and increases the leader’s positive self-complexity (Hannah, Woolfolk, & Lord, 2009) can provide much-needed “diversification”, or “buffering” against setbacks in the leader role. This can benefit not only individual well-being, but also, by allowing leaders to take more developmental risk and to avoid excessive emotional reactions to events in their leader role, it can benefit their effectiveness and development.

The theme of “positive diversification” through serious leisure is developed through conceptual theory building in Chapter 2 and echoes of it appear in the empirical findings of Chapter 4.

1.3 Research design and chapter overview

Given the little explored territory this dissertation approaches, with hardly any prior research on leaders’ serious leisure, I chose qualitative methods as offering the best fit (Edmondson & McManus, 2007), specifically using thematic analysis (Clarke & Braun, 2017) and grounded theory techniques (Glaser & Strauss, 1967; Strauss & Corbin, 1998). The research design for this dissertation rests on four documentation and data collection projects, as follows:

- i. A review of the applicable body of research. Given the lack of studies on the links between serious leisure and leadership, I cast a wider net, covering a number of related literatures in addition to those pertaining to serious leisure and to leadership development respectively. These included research on leader identity development and leader identity construction (DeRue & Ashford, 2010; Epitropaki et al., 2017) multiple identities and identity work (Caza, Vough, & Puranik, 2018; Ramarajan, 2014), role enrichment and conflict (Greenhaus & Beutell, 1985; Greenhaus & Powell, 2006), research on stress coping and work recovery through leisure (Iwasaki & Schneider, 2003; Mojza et al., 2011; Sonnentag et al., 2017) and emerging research on leaders’ mental health (Barling & Cloutier, 2017).
- ii. Interviews I held with 25 CEOs of S&P 500, Fortune 500, FTSE 100 or comparable companies (median headcount: 16,000), of whom 16 CEOs proved to have a serious leisure interest and thus constituted the final sample¹. A detailed description of the

¹ These interviews were used both as part of the multi-study data underlying Chapter 3 and as the data underlying Chapter 4 (with clearly different and delimited research questions for each chapter). In Chapter 3 we excluded one of the 16 “serious leisurite” CEOs (leading the only non-US based

sample and methods is presented in Chapters 3 and 4, and the interview protocol can be found in Appendix 1.

- iii. An archival data collection study regarding the serious leisure of CEOs of S&P 500 companies. With a team of 5 masters' students, we collected virtually all publicly available information regarding the avocational interests of each of the 548 CEOs of companies included in the S&P 500 index who were in this position during 2018 and then selected among them those who qualified as "serious leisurites". A detailed description of the sample and method is presented in Chapter 3.
- iv. A pilot survey of 30 alumni of the senior executive leadership development program at a top ranked business school, regarding their nonwork interests. A description of the pilot survey's sample, questions and qualitative insights is included in Appendix 2.

In what follows I summarize the contents of each of the ensuing chapters and how they interconnect and complement each other. For the work presented in several of the chapters I cooperated with co-authors and therefore in those chapters I use the first-person plural pronoun ("we") to refer to the authors.

Chapter 2 proposes a conceptual model for how leaders' serious leisure identity can "augment" their leader identity, that is, to develop the leader identity's strength and "breadth" (number of attributes describing it). We build new theory by first extending role enrichment theory to an "identity augmentation" framework to account for the potential of identities to directly enrich each other through identity construction, independently from the enrichment of their underlying roles, and then using this identity augmentation framework to bring together

corporation) as our research question related to CEOs' constructions of authenticity, which could be influenced by country culture, while in Chapter 4 country culture was not deemed to have a major influence on the CEOs' perceptions of stress and job demands and therefore we used the whole sample of 16 serious leisurite CEOs.

the serious leisure and the leader identity development and identity work literatures. Our model proposes three “paths” through which the serious leisure identity can “augment” the leader identity: an identity construction path, a role enrichment path and a “diversification” path. The theoretical model we propose illustrates the positive role serious leisure can play in leaders’ identity development but also shows when a serious leisure identity may not help or may even harm the strength and breadth of the leader identity.

Chapter 3 represents a multi-study empirical work that aims to discover why some top CEOs not only invest time and resources in a serious leisure activity, but also openly share it with their followers and the media. Based on the two studies described in ii) and iii) above, we discover how serious leisurite CEOs construct, for themselves and others, a more authentic leader identity by transferring to it positive, authentic attributes of their serious leisure identity. Thus the CEOs we study increase the “breadth” of their leader identity by adding authenticity attributes to it, an illustration of one of the theoretical paths we had proposed in Chapter 2, the “identity construction” path.

Chapter 4 is an empirical exploration of how CEOs who have a serious leisure interest perceive the demands of their job and the role of their serious leisure in helping them cope with these demands. Based on the study described in ii) above (after gleaning initial insights from the pilot study in iv) above) I coded the interviews with an overarching framework of executive job demands and psychological resources in mind. The chapter’s findings shine new light on a scarcely explored topic, CEOs’ sense making with regard to the stress and the demands of their job, as well as on the novel and increasingly relevant subject of serious leisure as a source of positive psychological resources for leaders. Thus, Chapter 4 mainly illustrates how the “role enrichment” path proposed in the theoretical model of Chapter 2 may unfold for a specific group of resources (psychological resources) and for a specific group of leaders (CEOs of large organizations). However, one of the benefits the CEOs I interviewed cited as coming from their

serious leisure identity was its value as “another leg to stand on”, a balancing identity that prevents them from over-reacting to setbacks reflecting on their highly demanding but also highly valued CEO identity. This finding thus suggests how the “diversification” path proposed in our theoretical model (Chapter 2) could unfold, although further empirical research would be needed.

Chapter 5 may seem atypical, yet it provides completeness to this work. I started my PhD journey while CEO of a financial services company and I painstakingly learned to let go of the practitioner’s assumptions and heuristics, to never anthropomorphize research and to overuse the expression “we know little”. In short, I became a researcher. However, now and then I feel “the call of practice” and remembering that in my long executive life I had never read management research papers, I write a practitioner piece based on my research. This chapter contains two such essays that I believe make this dissertation complete by illustrating how its findings can come alive as highly relevant for leaders’ everyday lives and in so doing, contribute to bridging the gap between research and practice. The first essay describes how CEOs of top organizations who have a serious leisure interest believe their passionate nonwork interest benefits their leadership, while the second one proposes specific benefits that an athletic serious leisure interest may have for female leaders’ effectiveness in their role.

In the last chapter, *Chapter 6*, I connect the findings of the previous chapters and I place them in a wider theoretical context while discussing the key contributions to the field as well as limitations and future research directions.

1.4 Thesis Research Output

Table 1.1 presents a summary of the research output from this dissertation, including conference presentations, academic paper development workshops and journal article submissions, specifying the stage they are in with regard to publication. This table also provides an overview of the study methods and samples used in these four chapters.

Table 1.1

Thesis research output

Chapter	Title	Method	Sample	Conference presentations	Journal publication status
2	“Leisureship”: A model of serious leisure-to-leadership identity augmentation	Theory building based on extant literature	Multiple-literature review	Academy of Management Conference 2019	Under review at <i>The Leadership Quarterly</i>
3	“I am more than a caricature”: Why some CEOs openly invest in a serious leisure interest	Archival web-based data Interviews	CEOs of S&P 500 corporations CEOs of S&P 500 corporations or similar	Academy of Management Discoveries “hackathon”, Washington, November 2019 Accepted for Academy of Management Conference 2020	Under review at <i>The Academy of Management Discoveries</i>
4	“Grace under pressure”: How leaders use serious leisure to cope with the demands of their job	Interviews	CEOs of S&P 500 corporations or similar		Published in <i>Frontiers in Psychology 11</i> (2020):1453.
5	Bridging the research-practice gap: practitioner-oriented essays	Practitioner essays	Based on research output in this dissertation and on a review of masculinity and femininity constructions in leadership		Published online by <i>Harvard Business Review</i> Published by <i>London Business School Review</i>