PERSONAL MASTERY AND PEAK PERFORMANCE MINDSET FOR LEADERS-
A SUCCESS SYSTEM TO CREATE DESIRED PROFESSIONAL/BUSINESS RESULTS.

by

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Dedication

This dissertation is dedicated to all business leaders and individuals in leadership positions who envision improving people's lives, caring for our planet, and generating profits. I also dedicate my work to all my fellow Indians who are working towards building their businesses and contributing to the economy of our incredible country- India.

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ABSTRACT

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May 2023

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Abstract/Background

According to Smagulova (2022), entrepreneurship requires an entrepreneur to be a person of superior ability who pursues their goals despite obstacles, opposition, setbacks, and failure. They must persist in the face of adversity, confront unknown challenges, risk, and learn from failures, have confidence in their capacity to deal with the world, and take practical, rational steps in pursuing goals. The successful entrepreneur tends to be a visionary, competent, independent, action-oriented, passionate, confident, and virtuous person who uses reason to focus their enthusiasm on reality to attain goals.

The observation of Assel Smagulova also applies to seasoned business leaders who tend to lose their edge after a few failures or setbacks.

This study explores Personal Mastery and Peak Performance Mindset for people in leadership positions to enable them to tap into their inner and external resources and achieve business success.

Methods

The study used a qualitative case method to provide insights into a problem and help develop hypotheses for the study. The target population was twenty small, mid, and large business leaders in South India, especially Bengaluru. Purposive sampling was applied using semi-structured in-depth interviews to advance Personal Mastery and Peak Performance Strategies.

Results

Data were analyzed using inductive coding of phrases and word frequency searches to create a thematic analysis. The triangulation approach was used to cross-validate and strengthen the study's reliability.

Discussion and Conclusion

The study's findings are valuable to experienced businesspeople and entrepreneurs as they fill the gap in understanding strategies to attain Personal Mastery and Peak Performance Mindset.
This research can contribute to leadership growth, Personal Mastery of a leader, Peak Performance strategies, and business performance.

Furthermore, it will help provide in-depth insights into how business leaders can optimize Peak Performance strategies and increase Personal Mastery to handle inner conflict, increase long-term profitability, increase the probability of realizing their vision, and improve self-efficacy to increase business efficiency.

Keywords: Personal Mastery, Business Leaders, Strategies, Transformation, Peak Performance Mindset, Self-Efficacy, Meaning, Financial rewards, Happiness models, Hedonic treadmill, Paradoxical pursuit of happiness, Focus and distractions, Motivation, Flow/peak state, Self-efficacy and Agency, Accountability, Setting goals and planning, Resilience, Mental Strength/Toughness, Perseverance, and Endurance.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

PM- Personal Mastery

PP- Peak Performance

PPM- Peak Performance Mindset

ILP- Individual in Leadership Position

BL- Business Leaders

FS- Flow State

TRA- Theory of Reasoned Action

A Note on Terminology: Throughout this study, the terms "Self-Mastery" and "Personal-Mastery" and "Peak State" and "Flow State" are used interchangeably to refer to any tactic, event, or intervention a leader may use to attain peak performance.

List of Tables

x

List of Figures

xi

CHAPTER I:
INTRODUCTION

1.1. Introduction

This section helped me to get familiar with the understanding how insidious and corroding misalignment toward one's vision can get and how a business leader can master the inner workings of his mind to achieve mastery over himself and execute his skills at peak levels. This ability to master one's mind and correct any misalignment can put a leader on track whenever he gets derailed from his commitment to staying true to his business vision. The literature review of my dissertation allows me to learn from the work of other outstanding thinkers, scholars, and researchers who have contributed to the current work on this topic. It also enables my cognitive mind to explore and identify gaps in the available literature and contribute to achieving my research's outcome.

Taking an idea or replicating a successful idea and turning it into a profit-making enterprise is a dream of every aspiring entrepreneur and experienced business person, but it is also a challenge. Furthermore, when an entrepreneur/business person fails, making a solid comeback is even more formidable.

The two critical concepts in my research topic upon which the literature review strives to research and augment knowledge for the study are personal mastery and peak performance mindset. However, other paramount themes also appeared based on the researcher's discussions on the chosen topic.

The study uses the qualitative case method to expand the exactness of the findings that stem from the in-depth interview examination using the triangulation approach to strengthen the reliability and credibility of the study (Murdock, 2021). This approach is used to achieve the aim of the research.

It is common wisdom to know that changes in the marketplace are inevitable, and it becomes imperative for a BL to adapt to thrive in a volatile marketplace.

1.2. Research Problem

Five experiments demonstrate that experiencing power leads to overconfident decision-making (Fast, Mayer, Sivanathan, et al., 2011). People in leadership positions have certain powers. The power that comes with a leadership position can have risks and potential costs, and this type of power can hurt the organization's goals or those working. The decisions made by power holders

across a multitude of arenas—including businesses, government, religious institutions, and nonprofit organizations—are often marred with overconfidence (e.g., see Hayward and Hambrick, 1997; Hribar and Yang, 2010; Li and Tang, 2010; Malmenier and Tate, 2005; Malmenier and Tate, 2008).

Furthermore, when powerful leaders are plagued with overconfidence, the consequences for performance can be detrimental. Making important decisions in the absence of adequate information hinders not only one's own performance and ability to maintain power but often hurts companies, stockholders, and the general public too (Fast, Mayer, Sivanathan, et al., 2011).

Kairamo's Case Study 4 (Peltonen, 2018) observes that Kairamo's (Ex CEO, Nokia Corp) suicide was a warning to the younger generation about what could happen if a person does not approach the management of a company in a professionally detached way. Kairamo was an artist in the corporate world who burned himself out as problems started to pile up (Ollila and Saukkomaa, 2013).

Stephen Elop's failure to communicate effectively with the people working for Nokia is a testament to a lack of Personal Mastery during turbulent times. The memo sent from his desk allegedly affected the employees' morale. The memo, dubbed as a 'burning platform,' was one of its kind and regarded as one of the most ridiculous corporate memos (Sakka, Thakur, and Oswal, 2014).

People in leadership positions make decisions and design strategies that can negatively or positively impact the organization as these decisions and strategies trickle down the organizational hierarchy.

Professional and personal factors greatly influence the actions of business leaders. These decisions can affect the stockholders, customers, the quality of service or products, and every company department, including the frontline staff.

Thus, attaining Personal Mastery and Peak Performance Mindset to a level that enables business leaders to detach themselves from crisis creatively and handle crisis effectively to stir the company out of crisis and towards success becomes paramount.

1.3. Purpose of Research

The study explores strategies for Personal Mastery and Peak Performance Mindset that can help business leaders achieve their desired business results. The target recipients are people in leadership positions and business owners in India and worldwide, especially in Bengaluru. The focus will be

on business leaders from Bengaluru. With its sprawling and ever-expanding business and hub for startups, Bengaluru will be an ideal place to conduct this study. The implications are for exponential growth by reducing the chances of business losses or businesses closing down. The study endeavors to provide a workable system or strategies to overcome several personal and professional challenges that business leaders face in this ever-changing marketplace.

Specific Aims

• ➢ To explore Personal Mastery and Peak Performance mindset and strategies that
 Enable leaders to achieve desired business results.

• ➢ Determining processes and methods that lead to Personal Mastery and Peak Performance mindset and what theoretical approach leaders can take to achieve the same.

• ➢ Investigate solutions and methods leaders can use to handle crises effectively and remain poised and empowered during favorable market conditions to ensure the organization's growth.

1.4. Significance of the Study

Most of the population stays away from starting and running businesses, and the minority that engages in businesses struggle to run and grow their enterprise. The struggle can stem from various causes like environment, knowledge base, and social and religious value system, but the primary reason is our education system.

Chris Sturgis and Katherine Casey (Sturgis and Casey, 2018) noted that the traditional system focuses on a narrow set of academic outcomes emphasizing academic skills, memorization, and content comprehension. It needs to recognize that student success depends on more than academic knowledge. Success requires a full range of foundational skills, including social and emotional skills and the ability to transfer knowledge and skills to new contexts.

Our education system needs to focus on foundational skills, including the mindset of business success, which it does not. The traditional education system has not changed or upgraded for a long time to meet the current business challenges—many people desiring to have businesses have been or are a part of this education system. The system fails to empower the entrepreneur/business person and transform them into a resilient and successful business leader, hence broken.

Many nations, especially India, are geared toward increasing the quality of their citizens' lives through innovation and enterprise. However, a study called 'Entrepreneurial India' by IBM Institute

for Business Value and Oxford Economics mentions that 90 percent of Indian startups fail within the first five years (Entrepreneurial India, n.d.).

The study noted that a lack of innovation and technology is the leading cause of this failure. However, an ordinary eye fails to see the underlying reason behind unsuccessful business ventures, but some of us can notice the unseen critical factors that negatively affect business leaders. These unseen factors reside in people's heads in the form of mindset, and a disempowering mindset can restrict them from achieving business success.

Alibhai, Goldstein, Wolf, et al. (2019) posit that our mindset is related to our beliefs about our ability, which create a whole mental world for us to live in and our entire perception of attainable opportunities. Simply put, if we do not believe we can do something, we are less likely to try and do it well, regardless of our capabilities.

Personal Mastery and Peak Performance are primarily a part of one's mindset. Many business leaders need more strategies to develop personal Mastery and a Peak Performance Mindset because these critical skills and aspects were not a part of the traditional education system and hence were not instilled in the minds of most business people.

According to Senge (1994), Personal Mastery is the discipline of continually clarifying and deepening our vision, focusing our energies, developing patience, and seeing reality objectively.

Furthermore, Peak Performance is the ability to facilitate the automatic execution of business skills effortlessly and without stress.

Personal Mastery and a Peak Performance Mindset go hand in hand. These qualities involve developing mental skills to align thoughts, actions, and feelings to the business's vision and goals and remaining resilient, especially during difficult times.

Once met with failure, business people tend to procrastinate on the action that would get them out of a crisis and create business success. Most business leaders need help handling bad stress, increasing creativity, and effectively communicating with themselves and their employees. They find it even more difficult to build effective teams, leading to business failure.

Understandably, various circumstances cause business failures. However, making a comeback and rebuilding what is left or starting something new and taking it to the summits of success depends mainly on Personal Mastery and Peak Performance Mindset.

It is tenable that we comprehend Personal Mastery and Peak Performance Mindset for business leaders to achieve desired outcomes for their enterprises.

Furthermore, it will also help provide in-depth insights into how leaders can align themselves to their business vision and make use of the strategies that enable Personal Mastery and Peak Performance mindset to increase profitability, create an environment of positive growth and engagement for employees, and scale their business to new heights.

1.5. Research Purpose and Question/Hypothesis

The study aims to explore and examine how Personal Mastery and Peak Performance Mindset can empower a business leader and make enterprises succeed.

The purpose of the current study is to provide a comprehensive review of works of literature and provide a conceptual framework and a usable method for Personal Mastery and Peak Performance Mindset for leaders.

- ➢ **What are the Personal Mastery and Peak Performance Mindset for business success?**
- ➢ **What processes and strategies can business leaders have to achieve exponential business growth?**
- ➢ **The study hypothesis is that Personal Mastery and Peak performance mindset is positively related to a business leaders' growth and the eventual success of their enterprise.**

CHAPTER II:

REVIEW OF LITERATURE

2.1. Theoretical Framework

2.1.1. Personal mastery

For many business leaders, personal mastery is less critical. They operate from the premise of power that everyone except them in their team needs to master themselves and achieve peak performance.

However, Senge (1990) clarifies certain misconceptions regarding Personal mastery, asserting that people with a high personal mastery level live in a continual learning mode and never "arrive." Sometimes, terminology, such as "personal mastery," creates a misleading sense of definiteness and puts it into a bracket of black and white. However, personal mastery is not something you possess; it is a process and lifelong discipline. People with a high level of personal mastery are acutely aware of their ignorance, incompetence, and growth areas. Moreover, they are deeply self-confident.

Dr. Dhiman (2011) concedes what Senge asserts and explains the link between Personal mastery and finding meaning and fulfillment in personal and professional life. He asserts that personal mastery is a quest for authenticity, meaning, and fulfillment in one's life, both in the personal and professional realm. It reviews the practical strategies to harness the creative energies that lie dormant in all of us because of inveterate misconceptions, faulty assumptions, and unwarranted expectations regarding the nature of human nature.

Dr. Dhiman (2011) also clarifies the connection between personal mastery and leadership. He makes a solid point by linking personal mastery to effective leadership on the premise that our leadership style extends who we are.

Personal mastery in this research context is the ability to master one's thoughts, emotions, and behaviors and align them to the vision one has for his or her business. Moreover, having a compelling vision encourages a business leader to attain personal mastery.

The suggestion of Senge is familiar. The idea of continually improving and growing has been innate to the Japanese, and they even have a word for it called Kaizen. However, most of the business community needs to recognize the importance of this lesson. Nevertheless, it ends up tumbling

down into the dark alleys of complacency where their ideas get stolen, their vision is lost, and a sense of purpose diminishes.

It is easy to take action when things are fine inside and out, but overcoming odds and challenges thrown by the mind because of childhood conditioning and the marketplace requires one to attain personal mastery and enter a peak performance state at will. If one does not have this ability, one can get derailed from the track that leads to the triumph of achieving desired goals.

What makes a business great and successful is the vision business leaders have for themselves and their organizations. Nevertheless, having a vision can also mean thinking out of the box and doing things that are not traditional (Senge, 1990).

Senge (1990) noted that it takes courage to hold visions that are not in the social mainstream. The observation of Senge implies that achieving extraordinary business success is not mainstream. One has to shatter the psychological chains of what Ruiz Jr (2016), in his book, The Mastery of Self, calls "Self-Domestication".

Ruiz Jr (2016) remarks that self-domestication is accepting ourselves on the condition that we live up to the ideals we have adopted from others. Ruiz's observation implies that a business person's creativity and innovative thinking take a back seat when his/her self-acceptance depends on the level at which he/she has embraced somebody else's ideals.

Larden (2008) points out that whether in sports, business, or life if you do not adequately prepare before a performance, you do yourself a disservice. You keep yourself out of the Zone because the inherent pressure of the situation will usurp your energy and reveal your weak spots.

Furthermore, K. Inamori, in his speech (The Perfect Company: Goal for Productivity) given at Case Western Reserve University on June 5, 1985, asserts that whether it is research and development, company management, or any other aspect of business, the active force is "people." Moreover, people have their own will, their own mind, and their own way of thinking. If the employees themselves are not sufficiently motivated to challenge the goals of growth and technological development. There will simply be no growth, no gain in productivity, and no technological development (Inamori, 1985).

The statement made by Inamori strongly urges business leaders to step up and master themselves to

perform at peak levels, which will help them lead their teams by example.

To achieve this outcome of being a master of self and a peak performer, a leader has to start with the advice given in a course led by Ambroise Huret called Entrepreneurship Strategy: From Ideation to Exit, offered by HEC and Coursera (Huret, n.d.), which teaches that the first step to entrepreneurship is to get to 'know yourself'.

The ancient Greek aphorism "Know Thyself" is about gaining knowledge about oneself. A business leader needs to introspect and understand his ideologies and current reality.

Dr. Dhiman (2011) adds that one can direct herself towards personal mastery; he says self-mastery assumes self-understanding and self-knowledge. It also assumes a specific awareness of our purpose in life. We need to formulate our aim to drift aimlessly amidst the sea of life, like a ship without a rudder.

He narrates a story in his research paper that brings us to two of the most profound and fundamental questions leaders must ask themselves. 1. Who am I? 2. What am I doing here? These two fundamental questions capture the essence of self-knowledge and personal meaning.

2.1.2. Influence of personal mastery on business success

Without Personal Mastery, incongruence between our thoughts, emotions, behaviors, and business goals sets in. The inability to stay congruent has challenged even the most seasoned players in the business arena.

According to an article on Changefactory.com, The most common category of incongruence between stated goal and behavior comes from having multiple goals.

Multiple goals can create conflict and impair clarity. In his book Clarity, Smart (2013) rhetorically asks, "Why do we need clarity now, more than ever? We are living at a pivotal point in history; millions of people are faced with uncertainty, complexity, and increasing chaos. As individuals, as organizations, and as an entire species, clarity is the key to solving the big issues that face us if we want to create a sustainable future for ourselves and the generations that follow us." This type of profound clarity can lead to Personal Mastery.

Adding to what Dr. Dhiman (2011) suggested, a leader's mastery of self and the desired success

largely depends on what Senge (1990) notes, "In moving toward a desired destination, it is vital to know where you are now."

Hence, a business leader needs to know:

1. where exactly she stands,

2. what she desires and is committed to being

3. And also address the quintessential question that appears in the poetic verse of Ausonius, "What path shall I take?" (Quod vitae sectabor iter) The answers to these questions bring tremendous clarity that can result in Personal Mastery leading to Peak Performance.

Personal Mastery is also the ability to handle cognitive dissonance effectively. McCullen (2017) states that Cognitive dissonance is the mental discomfort (psychological stress) experienced when we simultaneously hold two or more contradictory beliefs, concepts, or values. The occurrence of cognitive dissonance is a consequence of a person performing an action that contradicts personal beliefs, ideas, and values; and also occurs when confronted with new information that contradicts said beliefs, concepts, and values.

Many CEOs and leaders experience cognitive dissonance when they know they are managing a business while many competitors or startups are operating a newer version of their business. Often this newer version is built for the needs of the customer of today, while the older business knows their business is a melting iceberg (McCullen, 2017). He also asserts that Business leaders facing disruption are very familiar with cognitive dissonance and switch costs. Like we often do in our personal lives, leaders can find ways to quieten the desire for change.

Many people use substances such as alcohol to mask their discomfort with their current reality. In business, leaders mask change with high-velocity activity. Being busy "doing things" is easier than questioning why we are doing them. Planning and execution are often confused with strategy. Creating a strategy involves addressing cognitive dissonance and weighing up switch costs.

McCullen (2017) posits that by mastering two or more business operating systems at once, leaders can master true disruptive innovation. This is leadership, not management. Thus, a leader needs to develop the ability to entertain two or more conflicting thoughts without creating dissonance inside the mind.

Personal Mastery has many layers of attributes, character traits, and thinking patterns, and like Senge suggested having a vision is critical to attaining Personal Mastery. Garfield (1986) concedes

with Senge (1990) on this aspect. Garfield (1986) says, "A mission inspires people to reach for what could be and rise above their fears and preoccupations with what is."

What Garfield calls a mission can also be considered a vision a leader wants to create. One of the critical criteria to attain Personal Mastery is rising above fears and preoccupations, and Garfield, through his research, has shown us a solid direction toward it.

Garfield (1986) suggests that the people in an organization act with a sustained effort and commitment to a personally compelling mission. Thus, to achieve this outcome, a vision or a mission needs to be aligned with the core values of a business leader, and the exact needs to be communicated and aligned with the personally held values of employees.

A business leader needs to build an effective and efficient team that acts with sustained effort and commitment. This outcome can be achieved by aligning them with the organization's vision or mission. But first, a leader's thoughts, behaviors, and actions need to be one with his purpose, vision, and mission. How does a leader achieve this profound goal? Let us examine some of the most critical components to help a business leader to gain congruence to realize his goals.

This study draws on more than 21-character traits, ideas, concepts, and theories to achieve this research's outcome, which is heavily drawn from Duren Jr's (2022) work called Leading Oneself is offered by the University of Colorado, Boulder.

2.1.3. Self-awareness and its theory

A growing body of empirical research suggests that self-awareness is associated with successful leadership (Ashley et al., 2012).

Kleeck (2016) explains, "What is self-awareness? It is that knowledge that we possess about ourselves that is essential for our growth. Why is this important to leaders? If you do not understand or have a good awareness of yourself, your attitudes, your motivations, then it is hard to make changes and adjustments that will improve your effectiveness."

Ron Duren Jr (2022) concedes with Kleeck (2016) and adds, "Self-awareness is the conscious knowledge of one's own character, feelings, motives, and desires. Self-awareness is a foundational leadership tool, as well as vital to performing at your best." Self-awareness theory is based on the idea that you are not your thoughts but the entity observing your thoughts; you are the thinker,

separate and apart from your thoughts (Duval and Wicklund, 1972). In an article by Ackerman (2020) in Positive Psychology, she writes, according to the theory, there are two primary outcomes of comparing ourselves against our standards of correctness:

1. We "pass" or find alignment between ourselves and our standards.

2. We "fail" or find discrepancies between ourselves and our standards (Silvia and Duval, 2001).

Eurich (2017) posits, "There is actually a ton of research showing that people who are self-aware are more fulfilled. They have stronger relationships. They are more creative. They are more confident and better communicators. They are less likely to lie, cheat, and steal. They perform better at work and are more promotable. And they are more effective leaders with more profitable companies." Hence it becomes imperative to understand how leaders can develop self-awareness.

She adds, "My team has found that 95% of people think they're self-aware, but the real number is closer to 10 to 15%." (Eurich, 2017). Thus, Eurich's research compels us to find more ways and avenues to enrich and empower more leaders to develop self-awareness.

Eurich (2017) hypotheses that self-awareness is distinctly different from self-analysis and says, "Self-analysis can trap us in a mental hell of our own making."

Eurich (2017) also asserts, "I have seen so much evidence that self-awareness gives us a much better shot at finding happiness and success in this crazy world. To start, we just need to change one simple word. Change "why" to "what." Why questions trap us in that rearview mirror. What questions move us forward to our future?"

Though Eurich's research may lead us to a fruitful path, Eurich's strategy of addressing the issue by changing the 'why' questions to 'what,' still leaves us in a lurch because she fails to fully address the issue as she does not talk about how an individual can increase self-awareness after diverting the mind towards a 'what' question.

Ashley et al. (2012), in their article called Self-awareness and the Evolution of Leaders: The Need for a better measure of Self-awareness mention that one of the defining hallmarks of self-awareness that appears in nearly all conceptualizations of self-awareness is the notion that individuals evaluate themselves against some salient standard or goal. At its core, self-awareness is the process that signals whether an individual needs to moderate behavior, emotion, or course of action. In other words, the outcome of a self-awareness episode may signal the need for self-regulation. Although

the value of self-regulation in a leadership context hardly needs explication, the focus here is on the decision processes used to refine and nuance the salient standard or goal. In short, effective leaders need to integrate the standards and goals of relevant stakeholders (e.g., bosses, subordinates, peers, and customers) into their own self-regulatory processes (Tsui and Ashford, 1994).

Self-awareness can lead to personal mastery when a leader is willing to receive information that conflicts with the positive side of a leader. Kleeck (2016), in his course on self-awareness and the effective leader, urges us to understand that it is important to realize all of us like to receive positive information, but there is some information that we are resistant to hearing. He posits that leaders readily accept the information that is consistent with their self-image and avoid that which is inconsistent with their self-image.

Kleeck (2016) rhetorically asks, "What happens when we as individuals receive information that isn't consistent with our self-knowledge?" He also provides us with some of the options a leader may choose. He asserts that an individual can respond with a stress response. This can be called a threat rigidity response. Kleeck (2016) adds, "This may feel like stress, tension, your heart rate may go up, your breathing might have increased. But what I have experienced is that those leaders that are most effective are those that can push that sensitive line further and further out so that they are capable of receiving information that's not consistent with their self-image. Analyze that information and then act appropriately to validate or invalidate it, and then adjust their own leadership development plans."

This non-acceptance of the negative/disempowering side of one's personality can lead to self-deception resulting in the misalignment of the leader's vision with his behaviors; hence it becomes imperative to study and learn how to acknowledge and transmute the negative self or transform it into a trait that can be used to correct the misalignment.

Kleeck (2016) suggests that accepting the positive and, more importantly, the self-knowledge that conflicts with the leaders' self-image can happen when a leader seeks feedback from people who've seen him in a leadership position; another way is to self-evaluate and self-disclose and get feedback from others as you do that, and one can also take self-assessment tests to determine their strengths and weaknesses. These processes can direct a leader toward self-awareness that enables alignment with vision, goals, and behaviors leading to personal mastery.

Now that we have investigated the empirical work of various researchers and scholars and

ascertained the importance of self-awareness to achieve personal mastery. The next logical advancement would be toward understanding the role of situational and social awareness.

2.1.4. Situational awareness

Li (2019) asserts that leadership without wisdom is not true leadership. Situational awareness is a term used in the aviation industry and has tremendous relevance in leadership and business.

In her article Becoming a Wise Leader: Cultivating Your Situation Awareness, Li talks about Dr. Mica Endsley's work on situational awareness. Her article posits that a leader should perceive the changes in the first-level elements in his environment, such as employee attitudes, behaviors, performance, motivation, or warning signs of employee dissatisfaction, burnout, or interpersonal conflicts (Li, 2019).

This type of situational awareness commands a leader to have PM; without PM, a leader can lose inner focus and alignment and miss the critical changes that can alter the course of his business and push it toward disaster. These situational changes can be within his company or the marketplace. Li also asserts that perceiving all the factors in certain situations is insufficient. One needs to learn to make sense of the connections between these elements. Hence the second level of situation awareness she calls comprehension of the current situation (Li, 2019). Comprehension of the current situation is based on thoroughly analyzing all first-level elements. It goes beyond simply being aware of the elements that are presented.

As a decision maker, one not only needs to draw a holistic picture of the situation with sufficient knowledge of level I elements — but also have the ability to understand the significance of those elements in relation to one's goal. For example, a good strategic leader will know firsthand about the fact that two of the organization's main competitors are planning a merger while switching all their products from their traditional platforms to online. He/she should also put together these bits of data and determine what their objectives are and how these would affect the organization (Li, 2019).

Any internal incongruence can stop a leader from comprehending the meaning of the changing elements in the company or marketplace. And the vision that a leader holds for the future can get compromised if a crisis or unwanted and unwarranted changes occur and remain undetected. And once a leader becomes aware of these changes and comprehends them, he can move to the next step prescribed in Li's article.

After perceiving and comprehending the elements in the environment Li (2019) in her article, recommends the third step she calls, "Projection of future status." This level is especially important because the ultimate goal of building situation awareness is to utilize the information collected to predict the most likely outcomes as a result of these elements and to use this information for decision-making. For example, a military leader who is proficient in situation awareness should be able to make relatively accurate predictions of the enemies 'next move based on information from the frontline. Or, using the earlier example, the strategic leader who is aware of the competitors ' plan of completing a merger and switching platforms for their products should be able to make quick decisions to counter their moves to maintain a competitive advantage."

She hopes that these steps — perceiving the elements in the environment, understanding how the environment impacts your goal, and being able to use this information to predict future events — can help you start your endeavor to improve and hone your leadership skills (Li, 2019).

This level of self and situational awareness can also help a leader become strategic in the VUCA world. According to Woodson (Woodson, 2013), "Strategic leaders had to operate in what we call the VUCA world. VUCA is an acronym for volatile, uncertain, complex, and ambiguous." He uses a metaphor to describe the VUCA world; in a war situation, he says, strategic and senior leaders had to feel comfortable operating in the VUCA world. War, by its nature, is volatile and uncertain because every time you develop a battle plan, the enemy is going to change that. In a similar vein, the business world also needs strategic leaders to maneuver the VUCA world successfully and "see beyond the fog. They have to define the vision. They have got to define the end state." (Woodson, 2013). It does not stop just there. Woodson (2013) also asserts that the employees, or as he calls it, the crew, have to be empowered to use every bit of their ingenuity, intellect, and talent to design the tactical approach to getting to that end state. They have to have mastery over themselves to focus on the ever-changing marketplace, especially when the competition disrupts the well-thought-out strategy. This level of maneuvering requires a high level of PM and PPM.

2.1.5. Social awareness/intelligence

Business leaders need people who can help them realize their goals, and these people can be the employees working for them, investors, customers, or the social circle they are a part of. Effectively collaborating with people is an essential social skill that business leaders need to develop. This skill is largely based on the social awareness the leader has, according to Duren Jr (2022), social awareness is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical behavior norms and

recognize family, school, and community resources and supports. The concept of social awareness is fairly simple; it's a person's ability to consider the perspectives of other individuals and apply that understanding to interactions with them. It is also about Identifying diverse social norms, again, very much part of our world these days.

Social awareness is a skill that can be developed. It is about having proficiency in managing relationships and building networks, finding common ground, and building rapport. The hallmarks of social skills are effective in leading change, becoming more persuasive, and providing expertise in building and leading teams (Goleman, 2004).

One gets into an uphill battle when he argues against having emotional intelligence. A prerequisite for attaining PM is emotional intelligence. "Emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times in sufficient frequency to be effective in the situation." (Boyatzis, Goleman, and Rhee, 2000).

To accelerate the realization of their vision and to build strong networks, an ILP needs to develop the ability to have different viewpoints, empathize with others, build profound and meaningful relationships, and recognize multifarious social models. Plenty of literature is available to help an ILP develop social intelligence. For instance, the article written by Amy Morin and medically reviewed by Carly Snyder teaches how to develop social intelligence. She encourages people to develop effective listening and conversation skills, manage their reputation and avoid arguments. At the same time, all these things are great and can help an ILP build strong relationships. However, an ILP will find it hard without Personal Mastery while going through inner conflict and turmoil to achieve this goal of cultivating strong relationships.

Unfortunately, there is not enough research and literature showcasing Personal Mastery's importance in developing social awareness.

It can become very challenging for individuals in leadership positions to have social awareness when experiencing inner conflict and cannot resolve it. As Riopel (2019) aptly quotes Chuck Wolfe, President of CJ Wolfe Associates, LLC, in her article, "If you understand your own feelings, you get a really great handle on how you're going to interact and perform with others…So one of the first starting points is, 'What's going on inside of me?' Lacking the ability to gain congruence between thoughts and behavior makes business leaders susceptible to lost opportunities that arise

from collaborations and networks. Hence, attaining PM, the ability to stay true to your values and align with your vision, thoughts, and behaviors, is paramount to an ILP's success. And this study will explore ways to enable PM and PPM.

2.1.6. Strengths and weaknesses

Personal mastery cannot be attained when business leaders focus on their weaknesses more than their strengths. Focusing on weaknesses can have a devastating effect; a study conducted by the Corporate Leadership Council in 2002 on 19,187 employees spread across 30 countries revealed that when people focus on their weaknesses, their performance decreases by 28%. When a business leader wants to perform at peak levels, empirical research advises focusing on strengths and not weaknesses. And the study also found that when employees focus on strengths, their performance increases by 36.4% (Corporate Leadership Council, 2002).

Eva Katharina Herber asserts that the scientific study of human flourishing identifies strengths as highly valued ways of being, thinking, feeling, and behaving that provide us with a sense of mastery, vitality, and authenticity. Having strength means you are good at something and that you love doing it. A strength emerges at the point where talent meets enjoyment, energy, and ease. There are strengths of being, like honesty, curiosity, and responsibility. There are strengths of thinking, which may be analytical, creative, strategic, or optimistic. There are strengths related to how and what we feel, like gratitude, social intelligence, emotional awareness, or kindness. And strengths of behavior that show up as persistence, resilience, leadership, or collaboration.

It is essential to be aware of your own personal strengths because it not only provides you with a blueprint for your optimal contribution at work but also serve as a foundation during times of struggle (Herber, 2020).

According to an article in 'It's your Yale (2023),' "Conventional wisdom has alleged, for many years, that your weaknesses represent your greatest opportunities for development. Employees have long focused on fixing weaknesses to increase their chances of success. But recent research suggests that this long-standing advice may not be the best coaching. In fact, when leaders, teams, cultures, and individuals focus on strengths, they have a better chance of winning than if they focus on improving deficiencies. This same research shows that empowering, successful cultures are those that engage employees and capitalize on individual capabilities." The same article also mentions a CNBC online article by Author, Motivational Speaker, and Management Consultant Marcus Buckingham (2019) titled "Three proven ways to win at Work".

Buckingham believes that employees should seek out activities that they receive great satisfaction doing—the things that fill them up and strengthen them intellectually, as these tend to be the things, they are most effective at. He explains that when we are involved in an activity using our strengths, it feels natural to us, and we are more inclined to experience accomplishment. Employees should determine what their natural tendencies are, where their natural skills and advantages lie, and cultivate those. "Learning is like new buds on an existing branch," says Buckingham. "If you want to win, if you want to excel, if you want to stand out, you're going to have to take the few unique things about you that are beautiful and powerful, and take them seriously, and turn them into contributions. Buckingham notes that things that drain our energy, though we may excel at them, tend to inhibit our learning.

Brain science indicates that we shut down our capacity to learn something new from the experience because we have a very low energy level to complete the exercise (Buckingham, 2019).

Eva Katharina Herber (2013) asserts, "There is a huge bias towards negativity, and our brains have evolved to focus on what is wrong and then try to fix it. That is how we are wired."

Sorenson (2023) adds, "People who use their strengths every day are six times more likely to be engaged on the job… The best way for people to grow and develop is to identify how they most naturally think, feel, and behave -- their talents -- then build on those talents to create strengths, or the ability to consistently provide near-perfect performance."

Duren Jr. advises, "To spend enough time on weaknesses to make sure they are not a liability, then let them go and then spend more of your time…and energy on the strengths…do not ignore your weaknesses. we need to spend a little bit of time on those to make sure they are not holding us back or getting in our way and then turn our attention to strengths." He also adds and says that strengths are talents that people have. Talent is a natural way of thinking, feeling, or behaving. These are the things that come easily to us, or at least easier. These are the things that we go, wow. There it is. That is the thing that I was made to do (Duren Jr, 2022). He posits that when people spend time and energy on deliberately improving their talents, their talents transform into strengths.

These studies suggest that the traditional and conditioned way of focusing on weaknesses must go and give room to a new paradigm of thinking that encourages and enables business leaders to focus more on their strengths and leverage their weaknesses or work on them a little to ensure that they do not become obstacles and refocus toward strengths. This refocusing can help ILPs increase

productivity and achieve their vision.

When a business leader lacks the wisdom and systems to focus, improve and maximize his and his team's strengths, the business starts focusing more on damage control and less on improvement. This strategy makes a business fail to grow at the pace it could have grown using the new paradigm of thinking that focuses on strengths.

2.1.7. Intentional change theory

Intentional change theory (ICT), developed over 20 years utilizing longitudinal studies of competency development and complexity theory, can expand our impact on leadership development. (Boyatzis, 2006).

Sustained, desired change represents a metamorphosis in actions, habits, or competencies associated with leadership effectiveness. It may be in dreams or aspirations. It may be in the way someone acts in certain situations. A person may refine her sensitivity to others (Boyatzis, in press), become more optimistic (Seligman and Csikszentmihalyi, 2000), or learn how to articulate a shared vision for those in her organization (Bennis and Nanus, 1985). When we contemplate and understand the profound nature of these studies, we realize that creating a personal and positive impact to develop our ability to master our minds and bodies to gain congruence to realize a business vision cannot be taken lightly by any business leader.

Richard Boyatzis and his colleagues have studied two compelling human change and development questions for over fifty years. They have used Intentional Change Theory (ICT) to understand what leads to lasting change by addressing the two most powerful questions:
1. How do people make changes in their behavior?
2. What does it take to make lasting change? Boyatzis (2006) postulates that "the "change" one makes may not just be in behavior, it also may be in a person's habits, competencies, dreams, or aspirations. It may be a change in perspective, how someone looks at events in their life, or how they feel in certain situations. "When I say "desired," I mean that the change is something that the person would like to occur. By "sustained, I mean that the change lasts for a relatively long time." (Boyatzis, 2006).

The basis of Intentional Change Theory is what we call "the five discoveries. These are:

1. The ideal self and a personal vision

2. The real self and its comparison to the ideal self-result in an assessment of one's strengths and weaknesses, in a sense, a personal balance sheet.

3. A learning agenda and plan.

4. Experimentation and practice with the new behavior, thoughts, feelings, or perceptions.

5. Trusting, or resonant, relationships that enable a person to experience and process each discovery in the process

The five steps prescribed by Boyatzis can help a BL achieve personal mastery. ICT can help business leaders deeply understand themselves, their values, and their outcomes. These five steps can also work as a framework for developing a clear and compelling future vision.

While the intentional change theory developed by Richard Boyatzis and his colleagues is a useful framework for personal mastery, it does have certain limitations and shortcomings. 1. Heavy reliance on internal factors and 2. lack of focus on external factors. The theory heavily emphasizes internal factors such as values, purpose, and a personal vision. Still, it does not pay much attention to external factors such as financial or societal barriers that may impact a business leader's ability to achieve their goals.

Overemphasis on positive emotions. ICT places a heavy focus on positive emotions and the creation of a positive self-image, which may not be practical or possible for every company leader without specific instructions on how to make those adjustments.

A theory's application to a varied population is limited since it was created and tested mostly in Western cultures. It may not be applicable or relevant to Indian or other culturally diverse company executives.

According to an article by Boyatzis (2006), longitudinal studies at the Weatherhead School of Management at Case Western Reserve University have shown that people can improve the emotional, social, and cognitive intelligence competencies that distinguish outstanding leaders. A required course was designed with ICT to help MBAs develop their leadership competencies. The results were reported on two cadres (graduating classes) of full-time MBAs (average age at entry of 28 with five years of full-time work experience) and two cadres of part-time MBAs (average age at entry of 28 with five years of full-time work experience and currently working) before the course was introduced, then eight cadres of full-time and three cadres of part-time MBAs (similar in age and experience to the earlier cadres) after the course was introduced (Boyatzis and Saactioglu,

2008; Boyatzis, Stubbs, and Taylor, 2002). A further analysis was conducted on two cadres of the part-time MBAs 2 years after graduation (Wheeler, 2008).

These MBA students showed dramatic changes on videotaped and audiotaped behavioral samples and questionnaires due to the competency-based, outcome-oriented MBA program implemented in 1990 (Boyatzis, Leonard, Rhee, and Wheeler, 1996; Boyatzis and Saatcioglu, 2008; Boyatzis et al., 2002). Four cadres of full-time MBA students graduating in 1992, 1993, 1994, and 1995 showed 47% improvement in self-awareness competencies, such as self-confidence, and in self-management competencies, such as adaptability and the drive to achieve in the 1 to 2 years to graduation, compared with when they entered. On social awareness and relationship management skills, improvements were even greater, 75% on competencies such as empathy and team leadership.

With the part-time MBA students graduating in 1994, 1995, and 1996, similar dramatic improvement was found. These students, who typically take 3 to 5 years to graduate, showed 67% improvement in self-awareness and self-management and 40% improvement in social awareness and social skills by the end of their MBA program.

In her follow-up study, Wheeler (2008) tracked two graduating classes of these part-timers two years after they graduated, and they still showed improvements in the same range, 63% on self-awareness and self-management and 45% on social awareness and relationship management. This contrasts the baseline comparison groups of Weatherhead graduates of the 1988 and 1989 traditional full-time and part-time MBA programs who showed improvement in far fewer of the competencies.

The course is based on ICT is one explanation for these results. Other factors probably included shared belief in the concepts of faculty and program staff. The faculty members were predominantly the same through most of the years studied, and the admissions criteria were essentially unchanged (Boyatzis et al., 1996).

The positive effects of this program were not limited to MBAs. In a longitudinal study of four classes completing the Weatherhead professional fellows' program, Ballou, Bowers, Boyatzis, and Kolb (1999) showed that these 45- to 55-year-old executives improved in self-confidence, leadership, helping, goal setting, and action skills—67% of the emotional intelligence competencies assessed in the study.

The experiment described in the preceding article has a few drawbacks. The lack of a control group in the study makes it difficult to ascribe the observed increases in emotional, social, and cognitive intelligence abilities to the competency-based MBA program alone as it was in the case of a controlled group.

The drawback of this study is that the participants were MBA graduates aged 28 and up. Though selecting a group of people with a similar or common interest is a good idea, it also ignores the population in a similar age group that does not have a similar background but wants to pursue their ambitious business goals by obtaining PM and PPM. Furthermore, response bias may have diluted the findings since individuals may have claimed gains because they anticipated it.

Notwithstanding the study's drawbacks, the study's experimental task shows a clear relationship between Intentional Change Theory and PM and PPM. The longitudinal approach of the study indicates that Personal Mastery and Peak Performance Mindset are not achieved overnight but require sustained effort and commitment toward learning and development.

Therefore, this investigation proposes to further our comprehension of a PM and PPM by investigating how the human mind impacts the alignment of one's thoughts and actions and influences the viability of developmental opportunities.

As mentioned earlier, Personal Mastery is about aligning a business leader's habits and thoughts with their business vision. It is also about continuously learning and improving oneself to achieve personal growth and excellence. "Once you have a vision for the future and an accurate sense of your current self, it's time to develop a plan for how to move toward your vision. In this stage, the output is on creating that learning plan. Such a plan would focus on development and is most effective if it is coupled with a positive belief in one's capability and hope for improvement. A learning plan would also include standards of performance set by the person who is pursuing change. Once the plan is in place, the next step is to try it out." (Boyatzis, 2017).

It is worth noting that personal vision overlaps a business leader's vision for his organization.

2.1.8. Alter ego

Cicero, a famous Roman philosopher, orator, and statesman, coined the term alter ego, which means "other self" in Latin. According to Cicero, alter ego refers to a trusted friend or confidant who can serve as a mirror to one's own thoughts and actions, offering honest feedback and guidance.

As mentioned earlier, Personal Mastery is about aligning a business leader's habits and thoughts with their business vision. It is also about continuously learning and improving oneself to achieve personal growth and excellence. "Once you have a vision for the future and an accurate sense of your current self, it's time to develop a plan for how to move toward your vision. In this stage, the output is on creating that learning plan. Such a plan would focus on development and is most effective if it is coupled with a positive belief in one's capability and hope for improvement. A learning plan would also include standards of performance set by the person who is pursuing change. Once the plan is in place, the next step is to try it out." (Boyatzis, 2017).

The idea of the alter ego can be valuable to a business leader in attaining personal mastery. An alter ego is, at its core, a persona that a person forms to embody the qualities and attributes they aspire to have. By incorporating this persona, the person can tap into their internal potential and accomplish their pursuits.

For a business leader, creating an alter ego can enable them to overcome their fears and impediments and step into their full potential. By embracing the qualities and attributes of their alter ego, they can become more confident, focused, and efficacious in reaching their business objectives.

Elite performers have been tapping into this idea of an alter ego for quite some time (Duren Jr, 2022). Having an alter ego is a great tactic to go to so that you can tap into your super talents (Duren Jr, 2022).

Ron Duren Jr also mentions how Beyonce, when maybe lacking confidence, had created an alter ego and really made it public. Beyonce's alter ego was called Sasha Fierce.

David Robson's (2020) article on BBC.com further cements the importance of the concept of an alter ego, "Although the embodiment of a fictional persona may seem like a gimmick for pop stars, new research suggests there may be some real psychological benefits to the strategy. Adopting an alter ego is an extreme form of 'self-distancing,' which involves taking a step back from our immediate feelings to allow us to view a situation more dispassionately.

"Self-distancing gives us a little bit of extra space to think rationally about the situation," says Rachel White, assistant professor of psychology at Hamilton College in New York State in Robson's article. It allows us to rein in undesirable feelings like anxiety, increases our perseverance

on challenging tasks, and boosts our self-control.

Robson (2020) also mentions that Ethan Kross, professor of psychology at the University of Michigan, has led much of this research over the past decade, showing that even small shifts in perspective can help people to gain control of their emotions.

In one study, participants were asked to think about a challenging event in the future, such as an important exam, in one of two different ways.

The group in the "immersed" condition was told to picture it from the inside, as if they were in the middle of the situation, whereas those in the "distanced" condition were asked to picture it from afar – as if they were a fly on the wall. The differences were striking, with those taking the distanced viewpoint feeling much less anxious about the event, compared to the immersed group. The self-distancing also encouraged greater self-efficacy – the sense that they could pro-actively cope with the situation and achieve their goal.

In other experiments, participants were asked to give a small public talk. Beforehand, they were advised to think through their emotions about the challenge using the third person (for example, "David feels…") as if they were a separate entity, rather than the more immersive first person (for example, "I feel"). Like the distanced visualization, this advice was designed to encourage the person to see the situation from an outside perspective.

Once again, the creation of the psychological distance helped the participants to master their anxiety, reducing both their subjective ratings of the emotion and objective measures, such as the changes in heart rate and blood pressure that usually accompany threatening events. And those feelings of greater confidence were reflected in the quality of the presentation, according to the judgment of independent observers asked to rate their performance.

Self-distancing seems to enable people to reap these positive effects by leading them to focus on the bigger picture – it is possible to see events as part of a broader plan rather than getting bogged down in immediate feelings. And this has led some researchers to wonder whether it could also improve elements of self-control, like determination, by making sure that we keep focused on our goals even in the face of distraction.

Along these lines, one experiment asked whether people were better able to focus on difficult word

puzzles if they had been asked to practice self-distancing before the test. In this case, they were asked to give advice to themselves in the second person – for example, saying," You will concentrate on each question" – as if they were talking to a friend rather than themselves.

Besides improving overall performance, the effects could also be seen in questionnaires measuring their attitudes to the task, which revealed a stronger intention to improve their performance." (Robson, 2020).

Given these findings and the benefits of self-distancing more generally, White suspects that we could all boost our emotional regulation, self-control, and general poise by choosing to embody another persona, à la Sasha Fierce." (Robson, 2020).

The studies undertaken so far to understand and use the alter ego reveal that a business leader may create an alter ego that exemplifies the qualities of a thriving entrepreneur. They may give this alter ego a name, a background story, and a set of qualities that they admire, respect, desire, and aspire to. By embodying this alter ego, the business leader may overcome their suspicions, self-doubts, and insecurities and act more confidently and resolved in seeking their business vision. There is not much research and literature available to help a business leader reap the benefits of creating an alter ego. This research will attempt to investigate how leaders can attain PM and PPM using an alter ego.

2.1.9. Mental models and schema

Mental models are personal, internal representations of external reality that people use to interact with the world around them. They are constructed by individuals based on their unique life experiences, perceptions, and understandings of the world (Duren Jr, 2022).

The ability of a BL to interact with the world determines the quality and the speed at which he achieves his desired business results. When we deeply understand what Duren posited in the above paragraph, we realize that mental models are not just used to interact with the world outside. Still, they are the models one uses to interact with the inner world- the self-talk one engages in and the quality of self-talk can either propel a BL towards PM and PPM or restrict him from aligning himself with his vision.

Negative self-talk can have a detrimental effect on a person's self-esteem and belief in their self-worth and abilities. The College of Cognitive Behavioral Therapies (CCBT) suggests negative self-

talk can lead to a vicious cycle and self-fulfilling prophecy.

For example, if a person tells themselves that they will not be able to do something, they may be less likely to put effort into doing it. Then when they fail, the person might think, "I knew I could not do it. That is typical.

Individuals can use positive self-talk to counteract repetitive negative thinking (RNT). Research from 2018 suggests that RNT is a risk factor for the severity, persistence, and relapse of depression and anxiety (Richards, 2022).

Self-talk or talking to others requires an individual to refer to the mental models he has created over a period based on their unique life experiences. Hence, mental models enabling PM and PPM are critical for a leader.

Moreover, mental models do two things; 1. they help you assess how things work, and 2. they help you make better decisions. These two concepts underlie everything you do (Shapiro, n.d).

With thirty years of experience working with mental models and organizational learning, Harvard's Chris Argyris puts it this way, "Although people do not [always] behave congruently with their espoused theories [what they say], they do behave congruently with their theories-in-use [their mental models].

Senge (1994) asserts the power of mental models, "Why are mental models so powerful in affecting what we *do?* In part because they affect what we *see.* Two people with different mental models can observe the same event and describe it differently because they have looked at different details." It becomes paramount to a business leader's success that he develops mental models that see opportunities in the marketplace instead of adversities. He must also have access to inner resources like grit and confidence in a challenging time and not delve and wallow in anxiety and frustration.

Shapiro (n.d) also asserts that mental models act like systems. "The world makes more sense when you see it as a patchwork of systems—each of which can be reverse-engineered with mental models. A "system" is simply anything with multiple parts that depend on each other. Every machine and process are a system at some level. For example, A business, such as Microsoft, or a startup. A tool, such as a rocket or a keyboard. A process, such as economic growth or sustaining a romantic relationship. A state of being, such as your health or happiness. (Shapiro, n.d). When a

mental model is reverse-engineered to understand its components, we unearth our beliefs, values, and thought patterns that enable or disable us in achieving PM and developing PPM. This allows us to improve the mental models that no longer serve us. Shapiro posits that when you improve the system of business, you make more money (Shapiro, n.d). With this logic, the mental models for the overall success of an organization can be learned or improved. Channing Allen claims, "When you view the world as a series of outputs, you form opinions. But when you view the world as a series of systems, you form strategies." When a business leader has a limiting mental model for business expansion, he will draw a business strategy that will ensure the business does not expand even though there is scope for expansion. Hence, it becomes critical for a BL to upgrade the existing mental model or adopt a new one. The flexibility to do that comes from a concept called self-schema.

Schema and mental models are concepts related to how we organize and process information in our minds, but they have narrowly different meanings.

A schema is a mental framework or blueprint that helps us interpret and understand new information based on our existing knowledge and experiences.

Schemas are preexisting conceptions, thoughts, or templates that help us rapidly categorize and make sense of incoming information. For example, for a schema of a "house," you could expect to find a living room with a sofa and chairs, a kitchen, a bedroom, and a bathroom.

A mental model, in contrast, is a more detailed schema that depicts a specific circumstance, procedure, or system. Compared to schemas, mental models are more detailed and precise. They frequently include details regarding cause-and-effect linkages, feedback loops, and other elements pertinent to the system being represented. For instance, a mental model of a "company" can include details about how the production line operates, how to maintain and develop the employees, market, and sell the product, after-sales, customer service, etc.

In short, while mental constructs like mental models and schemas aid in organizing and processing information, schemas are more generic and abstract. Mental models, on the other hand, are more precise and thorough.

There are different types of schemas like person, social, event, and self-schemas (Baldwin, 1992), but for this study, we will investigate the concept of self-schema.

As discussed, schema refers to the cognitive structures we have to describe various categories of knowledge about the world. Like with many other things, we also hold schemas about ourselves. In psychology, these are known as self-schemas (Cherry, 2022). Self-schema are categories of knowledge that reflect how we expect ourselves to think, feel, and act in particular settings or situations. Each of these beliefs includes our overall perceptions of ourselves ("outgoing," "shy," and "talkative"), as well as our knowledge of past experiences in similar situations (Cherry, 2022).

Now, when a BL has an opportunity to expand his business overseas and if his self-schema when traveling abroad is timid because of his past unfavorable experiences dealing with foreign clients, he probably knows how he will feel, think, and act in business situations abroad. This self-schema of being timid in a foreign land can give rise to the fear of the unknown or risk aversion. Even though the mental model for business in general of this BL is strong, his self-schema of being timid can create incongruence in his thoughts and actions, affecting his peak-performing ability. They may miss out on possible opportunities for expansion or fail to adapt to changing market conditions. Also, the incongruence between their mental model and self-schema can lead to internal conflict and diminished confidence, further impacting their leadership effectiveness.

Therefore, the business leader must recognize and address this issue through self, situational, and social awareness. There is not enough research that can specifically address such issues. Hence, this study will endeavor to create a system built on the themes that will emerge during and after the study.

2.1.10. Cognitive bias

A cognitive bias is a systematic pattern of deviation from norm or rationality in judgment. Individuals create their own "subjective social reality" from their perception of the input (Duren Jr, 2022). Cognitive biases are mental shortcuts that our brains use to process information quickly, but they can also lead to errors in judgment and decision-making. Unaware of these biases and how they affect their thinking, business leaders may need help to achieve personal mastery and develop a peak performance mindset. There are about 188 cognitive biases in the chart. But our study will examine five cognitive biases that can impair PM and PPM.

Here are five examples of how cognitive biases can limit a business leader:
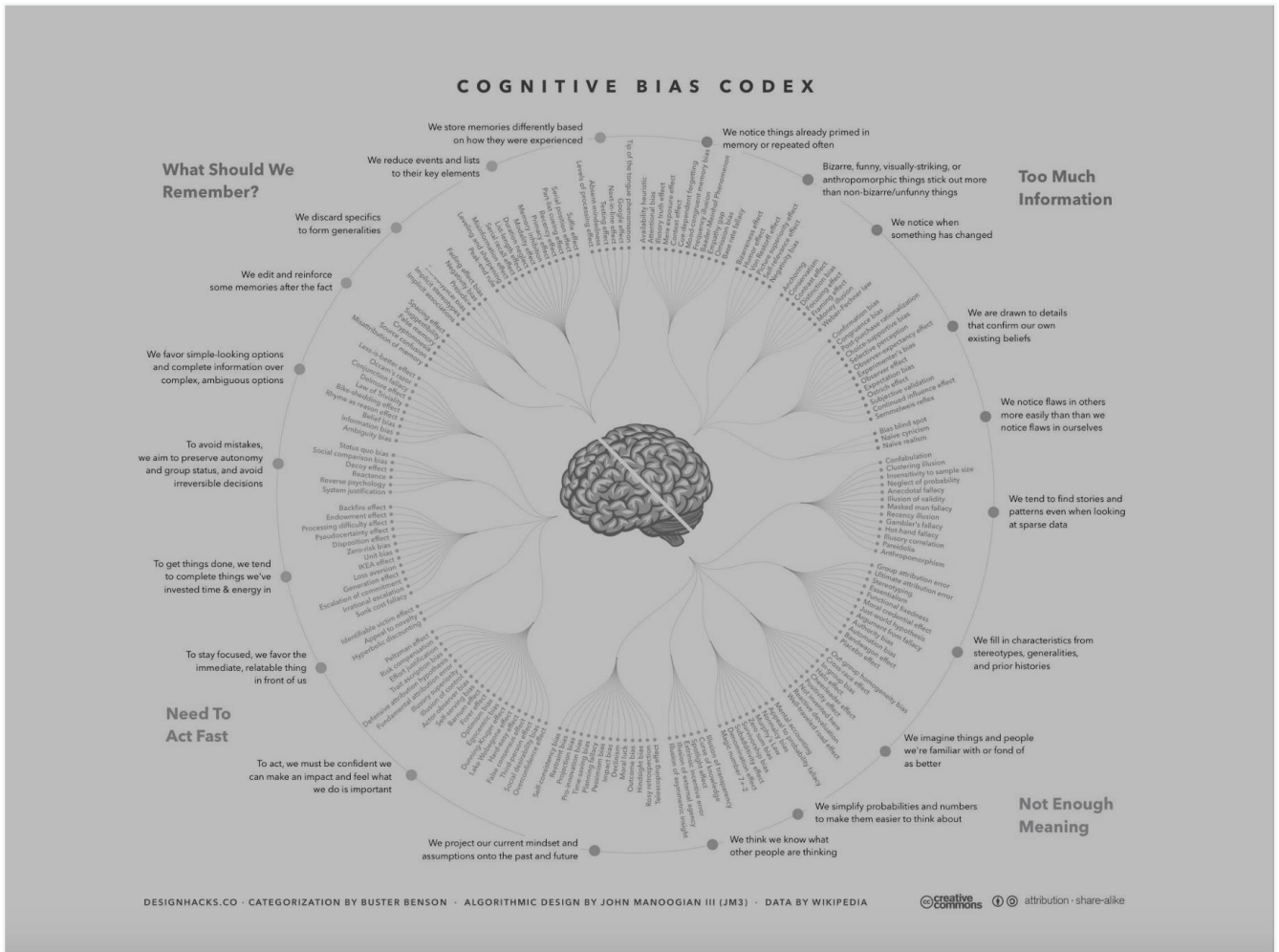
FIGURE 1- COGNITIVE BIAS INDEX

1. Confirmation bias: This bias causes people to seek information confirming their opinions while ignoring information contradicting them. A business leader must be aware of this bias to avoid critical information that contradicts their beliefs and inhibits them from getting a more accurate view of a situation.

2. Anchoring bias: Anchoring bias happens when people judge based on the first piece of evidence they acquire. Unaware of this bias, leaders may judge based on insufficient or outdated information rather than seeking fresh data and modifying their path accordingly.

3. Overconfidence bias: This bias causes people to overestimate their talents and predictability. A business leader unaware of this bias takes unnecessary risks or prepares inadequately for potential challenges.

4. Availability bias: This bias causes people to base their conclusions on readily available information rather than seeking more detailed facts. A business leader should be aware of this bias to detect critical information that is not apparent or suffer the consequences of making judgments based on complete or correct data.

5. Framing bias: People exhibit this bias when judging based on how a problem is presented rather

than on the facts of the issue. Unaware of this bias, a business leader may make judgments based on emotional appeals or misleading information rather than on the realities of the problem.

To overcome these biases, business leaders can work on developing greater self-awareness, seeking out diverse perspectives and data, and engaging in critical thinking and reflection. Doing so can enhance their decision-making abilities and personal mastery, leading to a peak performance mindset.

2.1.11. Purpose and meaningfulness

In their article, Frank Martela and Michael F. Steger (2016) assert, While purpose is, in many cases, used synonymously with meaning (e.g., Reker and Peacock, 1981) when a separation between these two concepts is made, purpose refers specifically to having direction and future-oriented goals in life, although different conceptualizations vary in terms of the magnitude and grandeur attributed to purpose. For example, Ryff (1989) offers a somewhat short-term and perhaps even mundane version of purpose, arguing that purpose in life is about having 'goals in life and a sense of directness. 'At a more broad and over-arching level, McKnight and Kashdan (2009) define purpose as a 'central, self-organizing life aim that organizes and stimulates goals, manages behaviors, and provides a sense of meaning. 'Their view is consistent with much of the theoretical literature in that the effectiveness of a given purpose relies upon its scope, strength, and presence in people's awareness. Thus, in the tradition of Frankl (1992), purposes have nobility and breadth of impact that ideally is measured in terms of a lifespan rather than a day.

Mcknight and Kashdan (2013) also argue that instead of a single all-encompassing purpose, a person may have multiple purposes in life. Efforts have been initiated to conduct empirical research focusing especially on the effects of having a purpose in life. For example, in a daily diary study focusing on people with social anxiety disorder, it was found that on days when people devoted considerable effort toward a purpose in life, they experienced increases in self-esteem and positive emotions.

George and Park have also started an effort to examine purpose in life, defining it as a sense of core goals, a direction in life, and enthusiasm regarding the future (George and Parker, 2013). They explicitly argue that purpose is distinct from the other two dimensions discussed in the present study, coherence, and significance. Further, they link purpose with research on the benefits of pursuing highly valued goals (e.g., Carver and Scheier, 1998). Most importantly, they have found direct empirical support for the idea that meaning and purpose are distinct constructs. They

constructed two scales, one measuring specifically purpose in life and the other measuring more general personal meaning (however, without separating between coherence and significance perspectives) and showed in a longitudinal setting that, despite being strongly correlated (r = 0.61), these two measures had different predictors and correlates. For example, Time 1 religiousness and spirituality were positively related to Time 2 meaning but not purpose, while Time 1 optimism was correlated to Time 2 purpose but not meaning. They thus argue that purpose in life should be seen as distinct from general meaning in life (see also Weinstein, Ryan, and Deci, 2012). Therefore, in the future, it should be researched and measured separately.

While there may be variations in how purpose is defined, researchers generally concur that it primarily concerns aspirations and objectives focused on the future that guide one's life. These overarching goals then lend significance to one's present actions. And both McKnight and Kashdan (2009) and George and Park (2013) argue that it should be explicitly separated from a general sense of meaning in life and have started empirical efforts to do precisely that. Thus, contemporary theory and research continue to build the motivational aspect of meaning proposed by Reker and Wong (Reker and Wong, 1988).

A sense of purpose is vital for a business leader to achieve personal mastery and develop a peak performance mindset for several reasons: a.) Motivation/inspiration: A sense of purpose can motivate business leaders to achieve goals and surmount obstacles. It assists them in remaining focused and determined even when they encounter difficulties. b.) Clarity: Purpose can offer direction and lucidity for decision-making, allowing business leaders to make decisions congruent with their values and objectives. As a result, their actions become more purposeful and effective. c.) Resilience: A robust sense of purpose can assist business leaders in enduring setbacks and recuperating from failures. It generates a feeling of significance and perseverance, which enables leaders to maintain their motivation and determination. d.) Engagement: Leaders driven by purpose are more involved and committed to their work, resulting in increased productivity, innovation, and overall performance. e.) Connection: Having a sense of purpose can facilitate business leaders in building connections with their teams, customers, and stakeholders. It establishes a mutual understanding of significance and purpose, which fosters enhanced collaboration and trust.

There are various ways in which the absence of a sense of purpose can obstruct a business leader from attaining personal mastery and cultivating a mindset of peak performance; a.) Business leaders may lack direction and concentration if they do not have a well-defined sense of purpose. This lack of direction might lead to perplexity and uncertainty regarding goals and priorities. b.)

Lack of motivation, leaders who lack a strong sense of purpose may struggle to find the inspiration to take action and overcome hurdles, resulting in lower productivity and performance. c.) Leaders lacking a sense of purpose may be more vulnerable to setbacks and failures since they require more resilience and desire to recover and endure. d.) When business leaders lack a sense of purpose, they may exhibit less engagement, enthusiasm, and passion for their work, resulting in lower commitment and innovation. e.) Leaders who lack a sense of purpose may struggle to develop relationships with their team and stakeholders, resulting in a lack of trust and collaboration.

Thus, a strong sense of purpose is critical for business leaders to reach personal mastery and build a peak performance mentality. A sense of purpose also assists them in being motivated, focused, adaptive, involved, and connected, all of which are necessary for good leadership and company success. As a result, it is critical to study methods in which a BL might discover a sense of purpose.

A leader's meaningfulness can also positively impact the employees, accelerating the growth of an organization and eventually realizing a leader's vision. But if a leader wants to create meaning at work, Prof. Rebecca Mitchell from Macquarie University can direct him towards factors that build meaning in an employee's work.

She derives from the job characteristics theory of Hackman and Oldham (1975) and posits, "The job characteristics model is widely used to understand the design of jobs and work; many hundreds of studies have supported this model. And these have found that when a leader designs work to make it more meaningful by following the model's recommendations, employees are more motivated and perform better. They also do things over and above their job description, like staying late to meet customer needs or training new colleagues. There more intrinsically motivated and put more effort into conquering challenges." (Prof. Mitchell, n.d).

"Entrepreneurs talked about a sense of loneliness during the startup phase, even when they were successful, but had a growing sense of meaning when they involved more people with whom they could share their successes. Finally, this follows from our earlier learning. Meaning is eroded when people are disconnected from their values. A sense of futility stems from a disconnect between individual values and those of their work or organization. In a recent study, this was raised as a most important contributor to meaninglessness, particularly manifested as an organizational focus on the bottom line compared to an individual's focus on quality or professionalism." (Prof. Mitchell, n.d).

Meaning is linked to at least two aspects of congruence, congruence between your perceived attributes and work and congruence between your perceived values and work. Let us look more closely at each one, first attributes and work. We all come to work with specific strengths important to our sense of who we are at work. This refers to our expertise, as a surgeon or an IT consultant, for example, or our personal strengths, such as being good with people or being a math's person. When our role makes use of these attributes, when our expertise is harnessed to achieve the organization's goal, our sense of meaning increases (Prof. Mitchell, n.d).
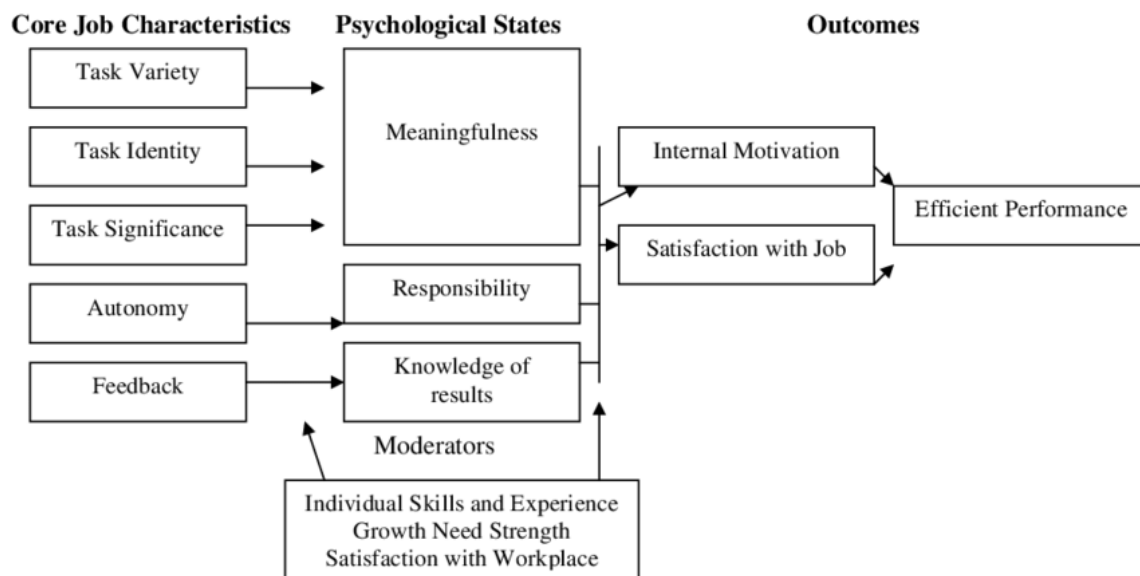
Figure 2- Hackman and Oldham's Job Characteristics Model (1980). Mayrowetz, David & Murphy, Joseph & Louis, Karen & Smylie, Mark (2007). Distributed Leadership as Work Redesign: Retrofitting the Job Characteristics Model. Leadership and Policy in Schools. 6. 69-101. 10.1080/15700760601091275.

"In a classic study, Professor Conger found that having a meaningful purpose is just not enough. Of equal importance is the ability to communicate your goals so that you generate intrinsic appeal, a compelling vision," she adds; intrinsic motivation demands a language of leadership that comprises rhetorical crafting (Prof. Mitchell, n.d). Rhetorical crafting refers to the deliberate and strategic use of language and communication techniques to achieve a specific goal, such as persuading or inspiring an audience. Business leaders can use rhetorical crafting to develop a peak performance mindset and achieve personal mastery by using language to influence their thoughts and behaviors and those of others.

Ulrich et al. (2010) assert that People search for meaning at home, in relationships, in spiritual pursuits, or through hobbies. But most of us spend more waking hours at work than in these other endeavors. We suggest that work is a universal setting where people can address their universal need for meaning. Leaders who are meaning-makers are sensitive to this crucial human need, and

they support and guide this meaning-making process. Data strongly suggest that meaning-rich employees create a synergy that leads to increased customer share and investor performance.

Johnson A attests to what Ulrich et al. assert, "Remembering what makes your work meaningful and connecting to it in a deep way will improve employee engagement and satisfaction. In turn, this will likely deliver trickle-down benefits to your clients and customers." (Johnson, 2014).

Hence, it becomes paramount for a business leader to find meaning in his work and design work to make it more meaningful to the employees. Going through the details of Hackman and Oldham's Job Characteristics Model is not the point of discussion of this research as it focuses mainly on enabling the leader to attain PM and PPM. However, mentioning this theory and its impact is relevant as it directly impacts the leader's vision connected to PM and PPM.

Purpose and meaningfulness are two concepts that are closely affiliated and can be effective drivers of personal mastery and peak performance in business. Purpose refers to the direction in life and the affective reasons for doing something, while meaningfulness refers to the subjective sense of value or significance of an activity or goal. Therefore, this study explores ways to help business leaders find meaningfulness in their work.

2.1.12. Living with intent

Ron Duren Jr posits that a life lived with intent helps a person align with his core values, which he embodies. It is about being driven by vision and being focused on the mission. He differentiates vision and mission. According to him, a vision is something you move towards, and a mission is a tactical side of reaching the vision; in other words, a mission is a strategy and set of actions one takes to realize the vision. And lastly, living with intent is about having ethos as a guide. Ethos is a governing document of how you live your life with intent. He also quotes author Lisa Olivera and asserts that living with intent creates a sense of agency. Agency in psychology refers to an individual's ability to behave with intention and purpose while perceiving themselves as having control over their actions and the potential to impact their surroundings. Duren Jr. adds that living with intent grants us access to our power and supports us in feeling more present, in tune, and capable. This ability to stay in the present is not being in the past, not being in the future, at least not too much, spending more time in the present, and then just being in tune with yourself and aligned with your values (Duren Jr, 2022).

Living with intent refers to actively and deliberately selecting how to live by considering

fundamental principles and priorities. This includes defining distinct objectives, consciously making informed decisions, and taking purposeful steps toward accomplishing those goals. Business leaders can apply to live with the intent to attain personal mastery and cultivate a peak performance mindset by utilizing this approach to set priorities, clarify their values, establish objectives, and develop resilience.

If business leaders do not live with intent, they might lack a sense of direction and purpose, leading to a lack of motivation and focus. This can result in an inability to progress toward their goals and cause dissatisfaction and burnout. Without clear goals and priorities, business leaders can become overwhelmed by distractions, resulting in a reactive approach to work and a loss of control over their time and resources. Consequently, they may experience difficulties achieving personal mastery and developing a peak performance mindset since they may need to clearly understand their values and purpose. Hence, this research can help business leaders understand the concept of living with intent to help them explore the avenues to apply it to their lives. This can lead to a greater awareness of their values and purpose, enabling them to make intentional choices and take deliberate action toward achieving their goals. It can also help business leaders to identify potential challenges and obstacles that may hinder their progress toward achieving PM and PPM. By anticipating these challenges, they can develop strategies to overcome them and stay on track toward their goals.

2.1.13. Perfectionism v/s mastery mindset
Perfectionism

An article in Goodtherapy.Org (2019) claims that Perfectionism is often defined as the need to be or appear to be perfect or even to believe that it is possible to achieve perfection. It is typically viewed as a positive trait rather than a flaw. People may use the term "healthy Perfectionism" to describe or justify perfectionistic behavior. Brené Brown, a writer and research professor at the University of Houston Graduate College of Social Work, distinguishes between Perfectionism and healthy behavior. She says, "Perfectionism is not the same thing as striving to be your best. Perfection is not about healthy achievement and growth." She explains that many people use Perfectionism as a shield to protect against the pain of blame, judgment, or shame (Goodtherapy.Org, 2019).

An article in Psychology Today concurs, Perfectionism is a trait that makes life an endless report card on accomplishments or looks. When healthy, it can be self-motivating and drive you to overcome adversity and achieve success. When unhealthy, it can be a fast and enduring track to unhappiness (Psychology Today, n.d).

It also posits that perfection manifests in three domains. 1.) Self-oriented Perfectionism is imposing an unrealistic desire to be perfect on oneself. 2.) Other-oriented Perfectionism means imposing unrealistic standards of perfection on others. 3.) Socially-prescribed Perfectionism involves perceiving unrealistic expectations of perfection *from* others.

The article also claims that perfection, of course, is an abstraction, an impossibility. When taken too far, striving for perfection can lead to negative outcomes, like procrastination, a tendency to avoid challenges, rigid all-or-nothing thinking, toxic comparisons, and a lack of creativity. Maladaptive Perfectionism is often driven by fear of failure, feelings of unworthiness, low self-esteem, and adverse childhood experiences. It is frequently accompanied by depression, anxiety, obsessive-compulsive disorder, eating disorders, and even suicidal impulses (Psychology Today, n.d).

A sense of Perfectionism can hinder a business leader from achieving personal mastery and developing a peak performance mindset. Here are some examples to elaborate on how it can happen. Perfectionism can cause a fear of failure, restricting possibilities for development and improvement. To illustrate this argument, a leader may hesitate to promote a new product or service for fear that it will not be flawless, resulting in missed opportunities and worse performance. Pursuing perfection can result in an unrealistic and unsustainable workload and pressure, eventually leading to burnout and poor performance. For example, a leader may labor long hours and refuse to delegate jobs to achieve perfection, resulting in exhaustion and decreased productivity.

Perfectionism may hinder creativity and innovation since the emphasis is on completing things "perfectly" rather than exploring innovative ideas and solutions. As a result, there may be a lack of creativity and an inability to adjust to changing circumstances or market conditions.

Perfectionism can lead to decreased production since it prioritizes perfection over efficiency. This may lead a leader to devote too much attention to a single work or project, resulting in missed deadlines and delays. Perfectionism can reduce collaboration and teamwork since the emphasis is on individual achievement rather than cooperation. For example, a leader may delay assigning work or sharing duties with team members, resulting in a lack of trust and collaboration. Pursuing perfection can lead to a life imbalance in which work and accomplishments precede personal well-being and relationships. This might lead to a disdain for personal enjoyment or relationships, resulting in decreased pleasure and well-being. A company leader, for example, who works excessively long hours and disregards self-care may suffer from burnout and stressful personal life.

Ultimately, Perfectionism may lead to unhealthy levels of self-criticism and negative self-talk, lowering self-confidence and inspiration. For example, corporate executives may repeatedly chastise themselves for not achieving perfection, resulting in feelings of inadequacy and reduced performance. This can disrupt a leader's efforts to achieve PM and PPM goals.

The researcher's endeavor can help business leaders become more aware of the potential negative consequences of Perfectionism, mitigate them, and achieve PM and PPM to produce desired professional and business results.

Mastery mindset

Duren Jr (2022) draws from Brad Stulberg's and Steve Magness's work, the passion paradox, and also from one of the articles from East Tennessee State University and asserts that a mastery mindset involves aiming to become proficient in certain subjects, skills, or materials and believing in one's ability. The concept is subjective and can vary depending on how one defines mastery. It does not necessarily mean being in the top one percent but improving and becoming skilled at a craft. It focuses on the process, not the end product or achievement. Being driven by intrinsic motivation rather than external factors like money is more beneficial because it allows for greater control over one's actions and values. It's essential to practice good self-awareness and not let external factors drive our decision-making. Overall, the mastery mindset is about personal growth and striving to become better at something, regardless of whether we achieve external recognition or not (Duren Jr, 2022). This clears that a mastery mindset is completely different from a mentality of Perfectionism. Furthermore, a mastery mindset refers to having a goal of mastering certain subjects, skills, or materials (Duren Jr, 2022).

However, little research has explored how a business leader can understand and utilize a mastery mindset to sustain PM and PPM.

Business leaders focusing solely on achieving personal mastery and peak performance without developing a mastery mindset may face barriers to their across-the-board success and growth. Personal mastery entails a thorough understanding of oneself, identifying one's strengths and weaknesses, continually enhancing oneself through self-reflection and learning, and being in alignment with the vision one has for himself. On the other hand, a peak performance mindset involves maximizing one's potential to achieve high levels of success and productivity by entering a peak state and executing the mastered skills to obtain the desired business results.

However, business leaders who lack a mastery mindset may have difficulty holding their personal mastery and peak performance. Developing a mastery mindset requires a growth-oriented attitude, open-mindedness to feedback and education, and resilience when facing challenges. Without these markers, it can be challenging to maintain high levels of productivity and success over time.

As a result, business leaders who fail to cultivate a mastery mindset may have difficulty maintaining their personal mastery and peak performance over time. They may miss out on opportunities for development and progress, restricting their potential as leaders. Also, they may become complacent with their existing tier of success and fail to adapt to changing circumstances, impeding their ability to flourish in a rapidly evolving business atmosphere.

In contrast, business leaders who industriously develop a mastery mindset can improve their personal mastery and peak performance over time.

Finally, having a mastery mentality is critical for corporate executives seeking long-term success and development. It enables individuals to keep their personal expertise and top performance throughout time. Leaders can risk limiting their potential for growth and success by focusing solely on achieving personal mastery and peak performance without cultivating a mastery mindset. Hence exploring strategies to help BLs develop a mastery mindset is critical for this study.

2.1.14. Personal excellence

It is best to pursue excellence mainly for its own sake, not just in hopes of some external reward (Nemko, 2022) or to achieve Perfectionism. But why is it good for a BL to pursue personal excellence?

Nemko (2022) has an answer for this; he reasons, "When you deserve a reward, it may come infrequently. Also, we tend to enjoy a reward only briefly. The good feeling of an attaboy, "you go girl," and even cash tends to be transient—you quickly revert to baseline. In contrast, if your pursuit of excellence comes from within you, you'll more likely sustain that good feeling while you're working and even beyond." Feeling good while working and being carefree of the result but not discounting it entirely can be one of the keys to attaining PM and PPM.

As we understand, Personal excellence refers to the consistent pursuit of one's full potential, both personally and professionally, through a dedication to constant learning, growth, and self-improvement. It involves setting high standards, taking accountability for one's actions and

decisions, developing an optimistic mindset, and developing a sense of purpose and meaning in one's life and work.

Business leaders who do not prioritize personal excellence may face several barriers to achieving personal mastery and developing a peak performance mindset. By failing to commit to constant learning and development, leaders may struggle to develop new skills and acquire knowledge, resulting in a lack of innovation and creativity in their work. Without innovation, leaders may struggle to adapt to changing affairs and keep up with competitors.

Moreover, business leaders may fail to attain their pursuits and function at their best without setting high standards and holding themselves accountable. They may lack motivation and focus, impeding their ability to achieve personal mastery and a peak performance mindset. This can also result in inferior performance from their team members, who may lack direction and guidance.

Furthermore, business leaders may lack agency over their lives if they are not accountable for their measures and decisions. This can lead to low confidence and resilience, which are indispensable for achieving personal mastery and peak performance.

As a result, leaders may fail to make the hard decisions required to grow their businesses and develop their teams. Also, a pessimistic mindset and attitude towards challenges and impediments can drive business leaders to give up easily and become demotivated when faced with setbacks. Without the persistence and resilience to overcome obstacles, leaders may struggle to achieve their purposes and miss out on valuable opportunities.

Lastly, business leaders may become disengaged and lack motivation without a sense of purpose and meaning in their work. This can lead to a lack of satisfaction and fulfillment in their work, ultimately hampering their capacity to attain personal mastery and a peak performance mindset. This may negatively impact their team members' morale and overall business performance.

In conclusion, prioritizing personal excellence is vital for business leaders to attain PM and develop a PPM. Without this focus on constant learning and development, setting high standards and accountability, taking responsibility, creating a positive mindset, and discovering purpose in their work, business leaders may struggle to achieve their highest potential and lead fulfilling lives personally and professionally.

However, a monstrous concept called internalized capitalism can eat away the self-worth of a BL and put him on a track of burnout and unhappiness.

There's a term on social media that more and more young people are using to explain the feeling that no matter what they do, it's never enough; internalized capitalism.

"Internalized capitalism is this idea that our self-worth is directly linked to our productivity," said Anders Hayden, a political science professor at Dalhousie University in Nova Scotia researching the political and policy impacts of alternative measures of well-being and prosperity outside of gross domestic product (GDP).

"You cannot feel value in yourself just for being alive – just for being a human being. You have to be a 'human doing' to have any value."

While internalized capitalism may manifest differently depending on factors such as race, gender, or social class, it generally refers to people who feel guilty when they rest, undervalue their achievements, and prioritize work over well-being. It can be saying things like "I should be doing more" or "I should be farther along." Internalized capitalism joins a host of other phrases used to describe harmful attitudes directed toward ourselves, including internalized sexism, internalized racism, and internalized homophobia. These forms of oppression are insidious, perpetuated by cultural attitudes so deeply held that it is difficult to recognize them (Dastagir, 2021).

As understood, Internalized capitalism refers to the incorporation and embracing of capitalist principles, such as the stress on material possessions, self-interest, and the quest for monetary gain, by individuals within themselves. The consequence of this approach is that individuals may perceive themselves and others primarily based on their economic worth and potential to contribute to the economy.

Business leaders may undergo adverse impacts from internalized capitalism in different ways. They may become overly fixated on returns, disregarding personal growth, well-being, and social accountability. This could cause them to have a narrow and short-sighted outlook on business goals, hindering their ability to attain personal mastery and a peak performance mindset.

Internalized capitalism may foster a competitive society where success is entirely measured by monetary gain and social standing. This path may result in a lack of teamwork and cooperation

among employees and burnout and stress in individuals who feel compelled to do more to be appreciated continually. This can lead to alienation and isolation from oneself and others, leading corporate executives to see themselves and others primarily as financial tools rather than as persons with unique beliefs and objectives.

If business leaders fail to recognize the damaging effects of internalized capitalism, they may struggle to achieve personal mastery and a peak performance mindset. Their sole focus may become financial gain at the expense of their well-being and employees, undermining their long-term success and satisfaction. To cultivate a more holistic and sustainable approach to business, business leaders must acknowledge and challenge internalized capitalist values. They need to realize that financial success is not the only yardstick of achievement and that well-being, personal growth, and social responsibility are equally important. Hence, to achieve personal mastery and a peak performance mindset, business leaders must be given strategies to handle this issue to achieve PM and develop PPM to create an innovative enterprise that, along with profits, takes care of the people and the planet.

2.2. Peak Performance

The Peak in Peak Performance refers to a state of mind and body that enables a leader to execute his skills and talents best to produce desired results.

Peak performance is also called a 'Flow' state. Csikszentmihalyi, in his book, 'Flow: The Psychology of optimal experience' (Csikszentmihalyi, 1990), defines flow as "A state in which people are so involved in an activity that nothing else seems to matter; the experience is so enjoyable that people will continue to do it even at great cost, for the sheer sake of doing it."

Performing an activity while experiencing a peak state is commonly related to sports or other creative arenas. However, Hall (Hall, 2009) has a different perspective. He asserts, "The bottom line to achieving success in any area or field is performance. It is action; effective action that makes a difference, that is, produces the desired results."

Influence of peak performance state on business success

India has a productivity problem (Shivakumar, 2022); this headline and other studies show that India could do much better to increase productivity. The yearning to increase the productivity of our large, medium, and small businesses has led to increased research and broad curiosity in the transformation of business firms. This transformation majorly depends on the leadership of any

given organization.

When we look at the business literature to enhance a business leader's performance quality, we find a research theme related to self-motivation and personality development. However, minimal research focuses on personal mastery and peak performance for business leaders.

There are a few major studies, Privette's (Privette, 1981) study of peak performance, Garfield's (1986) study of peak performers, Csikszentmihalyi (1990) study of the Flow state, and the latest research of Brad Stulberg and Steve Magness (2017) and Kotler (2021) on peak performance are the most succinct studies discovered on their respective topics.

Privette (1983) has distinctively categorized these phenomena into three categories. 1. Peak experience (intense joy), 2. peak performance (superior functioning), and 3. flow (intrinsically rewarding experience). He maintains that peak experience and peak performance are models of optimal human experience and, therefore, are essential in personality study. He adds that peak experience, for example, is mystic and transpersonal; peak performance is transactive, clearly focusing on the self and the valued object; and flow is fun. We can clearly distinguish between a peak state/experience, peak performance, and flow. A peak state/experience is an altered state of consciousness marked by a sense of cognitive, biological, and emotional congruence. When peak state/experience is united with performance, the performance translates into Peak Performance.

Furthermore, when Privette's (1983) study is considered, peak performance becomes transactive, clearly focusing on the self and the valued object. This unity leads to an intense feeling of joy, also called flow.

This study aims to help people in leadership positions understand these mechanisms and show how they can deliberately focus on the 'self' to attain personal mastery and concentrate on the valued object (their business vision) to achieve it and, in the process, access the flow state (feel joyous).

Dr. Charles Garfield (1986) contributed differently compared to Privette. Garfield studied performers, and Privette focused on performance. Garfield contributed immensely to this critical area by propounding the significant attributes of peak performers. Moreover, his research also provided a launch pad for further investigations.

The critical traits or attributes advocated and backed by solid research conducted by Garfield can empower a business leader only partially.

Garfield talks about 1. A mission that motivates, 2. Results in real-time 3. Self-management through self-mastery 4. Team building/team playing 5. Course correction 6. Change management. All these personality traits are undoubtedly critical, but Kotler (2021) differs and posits that the issue is that personality is extremely individual. Traits that play a critical role in peak performance—such as your risk tolerance or where you land on the introversion-to-extroversion scale—are genetically coded, neurobiologically hardwired, and difficult to change. Add in all the possible environmental influences from variations in cultural background, financial means, and social status, and the problem compounds. For all these reasons, what works for me is almost guaranteed not to work for you.

Kotler (2021) asserts that these personality attributes or traits do not scale. For anyone wanting to perform at peak levels, Kotler (2021) suggests that if we can get below the level of personality, beneath the squishy and often subjective psychology of peak performance, and decode the foundational neurobiology, then we unearth mechanism. Basic biological mechanism. Shaped by evolution, present in most mammals and all humans.

To answer the compelling question of how one can tap into peak performance and achieve something that seems impossible, Kotler draws from and explores the groundbreaking work of Csikszentmihalyi. He asserts that the answer to this question is a state called 'flow'.

However, Kotler (2021) also appeals to the explorers and seekers of peak performance to look beyond what Csikszentmihalyi (1990) described as a flow state as this "optimal state of consciousness" doesn't get us very far." He adds to his assertion and says flow is necessary but not sufficient. Pulling off the impossible—or, for that matter, significantly leveling up your own game—absolutely requires flow, but it also requires training up many of the same skills that flow amplifies; motivation, learning, and creativity (Kotler, 2021).

Instead of working on the inner game of success or failure - the mindset- business people attempt to modify their technical skills and management tactics. Business leaders tend to straighten out management policies, burn money in ad campaigns, and need to attain Personal mastery leading to the cultivation of a Peak-Performance Mindset that helps in effectively handling any business misadventure.

Leaders not peaking in their performance can be systematically taught the attributes found by Dr. Garfield, as these attributes are intrinsic to peak performers. For example, regarding the attribute to

manage change - Dr. Garfield (1986) says Peak Performers anticipate and adapt to significant change while maintaining momentum and balance within an overall game plan.

When a business leader learns the value of this powerful attribute of managing change, teaching a systematic way to develop this and other attributes inside her mind becomes supremely important for her successful business journey. She must make the attributes innate to Personal Mastery and Peak Performance an integral part of her identity.

Most of the research and material available focuses on a to-do list of Personal Mastery and Peak Performance for a leader. However, there are only a few findings on making these traits an integral part of one's personality.

Any business has two aspects to it, 1: technical and 2: human. Technical aspects are the systems and skills required to make a business successful. However, the human aspect of businesses often suffers due to negligence, which can have severe and undesired consequences on a business's overall performance.

Peak performance is a condition of alignment of the joy a peak state produces with the technical/business skills one has acquired over a while. For example, when a leader blends a peak state with technical know-how and takes action toward a desired outcome, this leads to outstanding functioning. It is also an integral characteristic of an effective leader.

Unfortunately, most of the literature in this field focuses on the 'WHYs' and 'WHATs,' but the 'HOW-TO' is the missing piece of this puzzle. Thus, a system that transcends the 'What and Whys' (the findings and reasons) of other researchers and teaches the 'how' of Personal Mastery and Peak Performance becomes paramount to my chosen research.

The study will also focus on ending the war between work and personal life. These two critical areas of life can endanger an individual's goals when in conflict. The research is generally in flow/peak states, and the narrow research is mostly in sports. Little research is on how business leaders can use flow to reach their organizational goals. Hence, below are the additional theories and concepts that the study employs.

2.2.1. Happiness models

Throughout history, the idea of happiness has been debated. The ancient Greeks had different words

to describe various forms of happiness. One such term is hedonia, which refers to the pleasure or simple happiness one might experience from an enjoyable activity or a positive emotion. It is a fleeting feeling, such as the excitement of hearing a favorite song or the satisfaction of enjoying a relaxing drink. Conversely, eudaimonia stems from an entire, flourishing life based on moral excellence, duty, and virtue—this intense, visceral sense of happiness results from doing things well.

When assessing happiness, it is crucial to consider the philosophical and psychological discourse regarding the difference between hedonic and eudaimonic happiness. Hedonic happiness is easier to measure because it is based on pleasure but is also fickle, temporary, and unreliable. In contrast, eudaemonic happiness is more challenging to measure, as it centers on a meaningful life rather than immediate gratification.

The challenge in measuring happiness stems from its variability and subjectivity. People interpret happiness differently, and an individual's understanding of happiness can vary depending on the context. For example, some people may equate happiness with pleasure, while others view it as a sense of fulfillment that comes from living a life of purpose.

Despite the challenges, scientists frequently research the causes and effects of happiness, and the media often reports on the "happiest" and "unhappiest" countries. However, the concept of happiness remains subjective, as people have different perceptions of what it means to be happy.

Ultimately, measuring happiness is a complex task that demands comprehending the various types of happiness and the philosophical and psychological debates surrounding the concept. It is vital to consider that happiness can manifest in multiple ways, temporary or long-lasting. Therefore, it is essential to approach happiness with an open mind and understand that there is no one-size-fits-all approach to achieving it.

As a business leader, achieving personal mastery and developing a peak performance mindset is vital. However, to do so, it is crucial to understand the concept of happiness. The ancient Greeks had different words to describe various forms of happiness, with "hedonia" representing pleasure or superficial happiness and "eudaimonia" reflecting a flourishing life based on moral excellence, duty, and virtue. Business leaders should aim for eudaimonic happiness, which originates from doing things well, instead of relying primarily on hedonic happiness, which is temporary and can be fickle.

Business leaders should consider the philosophical and psychological discourse regarding hedonic versus eudaimonic happiness when assessing happiness. While hedonic happiness is easier to measure, it is unreliable and fleeting. On the other hand, Eudaemonic happiness is more challenging to measure as it centers on a meaningful life rather than immediate gratification. It is critical to comprehend that happiness is subjective and can vary from person to person, so there is no one-size-fits-all approach to achieving it.

Despite the challenges in measuring happiness, scientists frequently research the causes and effects of happiness, and the media often reports on the "happiest" and "unhappiest" countries. However, business leaders should rely on something other than external sources to define happiness. Instead, they can approach happiness with an open mind and strive for eudaemonic happiness by doing things well and living purposefully. Business leaders can achieve eudaemonic happiness by deriving meaning from their vision and leading their organizations to success by focusing on personal mastery and developing a peak performance mindset.

Also, business leaders need to understand that happiness is not the same as pleasure. Hedonic happiness may bring pleasure but is fleeting and often leads to short-term gratification. In contrast, eudaemonic happiness is a more profound sense of fulfillment from living purposefully and doing things well. Business leaders have to focus on their long-term goals and values to achieve eudaemonic happiness rather than seeking immediate pleasure.

Ultimately, business leaders should recognize that achieving eudaemonic happiness is a continuous process that demands constant effort to maintain a sense of purpose and fulfillment. Thus, business leaders should develop a growth mindset and approach personal mastery as a journey rather than a destination. By constantly learning and improving, business leaders can achieve eudaemonic happiness and inspire their employees to do the same, creating a culture of success and satisfaction within their organization.

Hedonic treadmill and the BL. Analyzing Seph Fontane Pennock's article (Pennock, 2016), the concept of the hedonic treadmill was first introduced by psychologists Brickman and Campbell (1971) in their essay, "Hedonic Relativism and Planning the Good Society" (Diener et al., 2006). This theory posits that individuals have a genetically predetermined happiness set point responsible for about 50% of the differences in happiness from person to person. External circumstances, thoughts, actions, and attitudes can also affect happiness, but they play a smaller role. According to

the hedonic treadmill theory, regardless of what happens to people, their happiness levels will eventually return to their set point. While events such as marriage, promotions, or accidents may cause an initial spike in happiness or sadness, over time, the feeling dissipates, and habituation kicks in, causing people to revert to their previous happiness levels.

One study that supported the hedonic treadmill theory studied two groups; lottery winners and accident victims (Brickman et al., 1978). The study found that in the long term, neither group appeared to be happier than the other. Further research led by Ed Diener has refined the initial findings and brought a greater understanding of the subtleties of the hedonic cycle.

Recent studies have found that the set point is not neutral, with three-quarters of the samples studied reporting affect balance scores above neutral (Diener et al., 2006). The set point is also individualized, with personality traits playing a role in someone's happiness set point. We also have multiple set points as different factors can contribute to well-being and sometimes move in different directions.

The notion that no matter what we do, we cannot affect lasting change in our levels of well-being and life satisfaction is a conclusion often drawn from the hedonic treadmill theory. However, examining the well-being levels of nations might help clarify this, as research on this topic is scarce. Overall, while the hedonic treadmill theory suggests that we cannot control a significant portion of our happiness, the core idea remains that we can control a degree of our happiness.

It is essential to note that while initial research suggested that genetics were responsible for 50% of our happiness, external factors for 10%, and the remaining 40% left for us to adjust ourselves, the limitations of the research and accompanying pie chart have been critiqued. Sheldon and Lyubomirsky acknowledged that their original estimations of happiness's set point values were off (Sheldon and Lyubomirsky, 2021). However, the core idea that we can control some degree of our happiness remains the same.

The concept of the hedonic treadmill suggests that humans naturally adapt to positive experiences and return to a baseline level of happiness. This means that even when people achieve their desired success or material wealth, they will eventually get used to it and start wanting more. This can lead to a constant pursuit of more money, power, and success, negatively affecting a business leader's ability to attain personal mastery and a peak performance mindset.

The adverse effects of the hedonic treadmill can make it difficult for leaders to define and attain realistic goals. Because they are always looking for more, they may set unrealistic, impossible goals, resulting in frustration and disappointment. This may also lead to burnout since a never-ending cycle of stress and tiredness can result from the persistent quest for more.

Maggie Mulqueen maintains that there are many individual reasons for the suicides of student-athletes that we are witnessing. But we need to raise the question of how society might also be contributing to these tragedies. There is no doubt that our culture is letting down young people, and one important dimension of that failure is our insistence on promoting *happiness* as the measure for living a successful life. Ironically, the pursuit of happiness is often more stressful than fulfilling (Mulqueen, 2022). These adverse psychological effects and suicidal tendencies can also envelop the lives of business leaders; the world has witnessed numerous business leaders succumb to the pressures of being perfect and happy.

Maggie Mulqueen further notes that focusing on happiness can lead to perfectionistic tendencies as people try to sustain a brief and elusive emotion instead of approaching life in a way that engenders resilience across the inevitable ups and downs. As the poet Robert Frost famously said, "Happiness makes up in height for what it lacks in length." The pressure to present only our "best" selves to the world can also inhibit us from connecting with others who might see our flaws if we let them get close. Being judged or, even worse, alienated for presenting anything less than a happy, put-together self to the world creates a fragile foundation for self-esteem (Mulqueen, 2022).

To avoid these adverse effects, business leaders need to develop a mindset of personal mastery and focus on constant improvement rather than constant achievement. Thus, researching the hedonic treadmill concept is critical to business leaders because it can help them avoid burnout, create a positive work environment, prioritize work-life balance and self-care, and develop a growth mindset and sense of personal mastery. Leaders can create successful, sustainable, and fulfilling careers and lives by understanding the potential negative impact of constantly striving for more and focusing on what truly brings happiness and fulfillment.

This involves setting realistic goals, focusing on personal growth, and developing a sense of purpose and meaning in life. It also involves practicing empathy and understanding towards others and fostering a positive work environment that encourages teamwork and collaboration.

Ultimately, the concept of the hedonic treadmill can hurt a business leader's ability to achieve

personal mastery and a peak performance mindset. Business leaders may build a more balanced and meaningful attitude to leadership and life by realizing the hazards of the continual pursuit of success and financial prosperity.

2.2.2. Distractions and focus

Kendra Cherry claims that staying on task can be difficult, but it can be particularly challenging when constant distractions surround you. In today's always-connected world, diversions are nothing more than a click away.

Even during quiet moments, distraction is literally at your fingertips as you find yourself checking your Instagram notifications or the latest news updates.

The ability to concentrate on something in your environment and direct mental effort toward it is critical for learning new things, achieving goals, and performing well across a wide variety of situations.

Whether you are trying to finish a report at work or competing in a marathon, your ability to focus can mean the difference between success and failure (Cherry, 2022).

Distractions can significantly impact a business leader's ability to achieve alignment of their thoughts and behaviors with their vision, as well as their ability to develop a peak performance mindset. Distractions can cause a business leader to lose focus on their goals, vision, and priorities. This loss of focus can lead to a lack of clarity and direction, ultimately hindering progress toward achieving their goals. Distractions can be a substantial drain on a business leader's productivity. Getting meaningful work done can be challenging when constantly interrupted by phone calls, emails, or other distractions. This can ultimately lead to a decline in overall productivity and performance. Distractions can be a source of stress and anxiety for business leaders, particularly if they are feeling overwhelmed or under pressure to achieve their goals. This can negatively impact their mental and emotional well-being, leading to burnout. Distractions can also hinder a business leader's ability to think creatively and develop innovative ideas. When constantly interrupted, getting into a flow state, and allowing their minds to wander and explore new ideas can be challenging.

Distractions can significantly impact a business leader's ability to achieve alignment of their thoughts and behaviors with their vision; in other words, attain PM and develop a peak performance mindset. Business leaders need to identify and manage distractions effectively to stay focused and

achieve their goals.

Goleman (2013) claims that a primary task of leadership is to direct attention. To do so, leaders must learn to focus their own attention. When we speak about being focused, we commonly mean thinking about one thing while filtering out distractions. But a wealth of recent research in neuroscience shows that we focus in many ways, for different purposes, drawing on different neural pathways—some of which work in concert, while others tend to stand in opposition.

Grouping these modes of attention into three broad buckets—focusing on *yourself,* focusing on *others,* and focusing on *the wider world*—sheds new light on the practice of many essential leadership skills. Focusing inward and focusing constructively on others helps leaders cultivate the primary elements of emotional intelligence. A fuller understanding of how they focus on the wider world can improve their ability to devise strategies, innovate, and manage organizations (Goleman, 2013).

He suggests the use of concepts like self-awareness and control. At the beginning of their article, Kokkoris and Stavrova concur with Goleman. They assert that an ability to override short-term impulses that conflict with long-term goals is a hallmark of successful people. Research has shown that people with strong self-control have better health, relationships, finances, and careers. They are also less likely to have problems with overeating, overspending, smoking, alcohol or drug abuse, procrastination, and unethical behavior. Overcoming temptation also seems to be intrinsically rewarding — people with high self-control are also more satisfied with their lives and experience their lives as more meaningful (Kokkoris and Stavrova, 2020).

Later in the same article, they disagree with the idea that self-control is one of the keys to success; on the contrary, they bring light to "a small but growing body of research has begun to illuminate a dark side of self-control, with important implications for organizational life." (Kokkoris and Stavrova, 2020). They highlight the issues self-control can create in the lives of people. Their article posits that 1. Self-control can restrict emotional experiences. 2. Self-control may lead to long-term regret. 3. Self-control can lead to an increased workload. 4. Self-control can be used for ill. 5. Self-control is not for everyone. 6. Self-control can lead to bias (Kokkoris and Stavrova, 2020).

So, the question is, how does a business leader use the positives of self-control and bypass the negatives of this concept? And that is what this study intends to investigate and help ILPs to develop a focus to achieve PPM and live the vision that they have envisioned.

2.2.3. Motivation

Duren Jr proclaims, **"Motivation is elusive; it waxes and wanes."** (Duren Jr, 2022).

Bijleveld et al. (2012) assert, "Human reward pursuit is often found to be governed by conscious assessments of expected value and required effort. Yet research has also indicated that rudimentary brain structures initially evaluate and process rewards outside of awareness. Building on these findings, we propose a new framework for understanding human performance in the service of reward pursuit. We suggest that people initially process rewards unconsciously, which can boost effort and facilitate performance. Subsequently, people may process rewards more fully, which allows them to make strategic decisions on the basis of task conditions and to consciously reflect on the rewards. Intriguingly, these specific processes associated with full reward processing can cause its effects on performance to diverge from those of initial reward processing. In this article, we review recent research that supports this framework. Finally, we discuss how our framework may lead to a refined yet broadly applicable understanding of the human pursuit of rewards."

The interpretation of the study proposes that business leaders can increase their motivation and performance through reward systems. Business leaders can design reward systems that encourage self-motivation and better employee results by considering the unconscious processes associated with reward processing. For example, bonuses or promotions can unconsciously motivate employees to work harder and achieve better results, and reaching desired milestone goals can motivate the BL to keep moving forward.

However, the study's limitations suggest that business leaders need to be cautious in their approach. Although the study presents a general framework for understanding reward pursuit, it does not provide specific guidelines for how business leaders can apply these findings to their reward systems, leaving the practical implications of the research largely unexplored.

Additionally, the study's reliance on a narrow range of studies limits the generalizability of the findings, meaning that business leaders should only assume that the study's conclusions apply in some situations.

Moreover, the study highlights the potential ethical implications of using rewards to motivate employees. For instance, rewarding employees solely on individual performance can create a culture of competition that may lead to unethical behavior. The conflict and chaos that follow can affect the BL's performance negatively. Therefore, business leaders need to be aware of these risks

and design reward systems to mitigate them.

Finally, the study does not account for individual differences in how people respond to rewards. Some people may be more motivated by extrinsic rewards, such as bonuses, while others may be more motivated by intrinsic rewards, such as recognition or a sense of accomplishment. Therefore, business leaders need to design reward systems that consider individual employee motivation differences.

The study suggests that business leaders can use rewards or enticing goals to enhance performance. However, it also highlights the need for caution and further research to fully explore the practical implications and limitations of the study's framework. To successfully design effective reward systems, business leaders need to consider individual differences in employee motivation and the potential ethical implications of such systems.

The current framework suggests a more precise way to understand how people act when pursuing rewards. The research we have reviewed in this article converges on the idea that rewards pursuit is shaped by the successful employment of rudimentary and higher-level functions, which have distinct effects on behavior. We suggest that initial reward processing may facilitate performance by prompting the recruitment of effort. Accordingly, when the quality of task performance is mainly determined by effort, initial and full reward processing may have the same outcomes. However, in specific circumstances – for instance, when tasks and strategies of conscious reflection on the report affect performance – the outcomes of initial and full report processing may diverge. As it turns out, full report processing does not necessarily lead to better outcomes.

Bijleveld et al. (2012), in their conclusion and implications of their article, propose a key implication of our framework is that it is not always necessary, or even desirable, for people to make conscious assessments about expectancy and value when they pursue rewards (Camerer et al., 2005; Custers and Aarts, 2010). Instead, analysis indicates that the rudimentary functions that underpin these assessments can also affect performance directly. Although the studies described in this article mainly addressed decisions related to effort and performance, their findings, in principle, may generalize to other types of decisions as well - such as decisions in negotiations and under risk. For example, the Initial processing of valuable rewards may increase choices in line with risk-seeking behavior (Knutson et al., 2008). In contrast, full processing may, instead, lead to choices, reflecting risk aversion (Bijleveld et al., 2010). The present framework that generates new and specific hypotheses about when rudimentary and higher-level functions have similar or different consequences in decision-making.

More broadly, the present framework may prove interesting to fields of research that have identified and studied the effects of using rewards to increase people's motivation and performance. For example, when rewards can be earned on a task, motivation is often undermined because of decreases in participants' task enjoyment (Deci, Koestner, and Ryan, 1999; Murayama et al., 2010), a finding that has important implications for educational and organizational practices. Given that these effects stem from people's reflection on what is at stake (Deci et al., 1999), they are likely due to full reward processing. Accordingly, the present framework raises the possibility that initial and full reward processing have different consequences for people's experience of tasks they carry out in pursuit of rewards. Perhaps by processing extrinsic rewards only initially, people may boost their performance without compromising their task enjoyment. Taken together, a review of the literature and the present framework provides a new way of looking at important psychological phenomena, contributing to precise but broadly applicable science of the effects of rewards on human motivation and performance.

In today's fast-paced business environment, companies always look for ways to enhance their performance and stay ahead of the competition. One strategy that has been widely used is the use of rewards to motivate and enhance performance. However, as the conclusion and implications of the research suggest, the effectiveness of reward systems depends on various factors, including the type of reward processing used, the context in which rewards are offered, and the degree of reflection on what is at stake.

To develop a peak performance mindset, a business leader needs to understand the nuances of reward processing and how it affects employee behavior and motivation. Initial reward processing refers to the automatic, instinctual response that people have to rewards. In contrast, full reward processing involves a more deliberate and conscious assessment of the value and expectancy of the reward. The research suggests that initial reward processing is more effective when the quality of task performance is mainly determined by effort. In contrast, full reward processing may be more useful when tasks require conscious reflection and strategy. Therefore, a business leader needs to assess the organization's context and goals to determine which type of reward processing will most effectively enhance employee performance.

Another key insight from the research is that conscious assessments of expectancy and value may not always be necessary or desirable when pursuing rewards. Instead, rudimentary functions, such as automatic motivation and desire, can directly impact performance. A business leader can use this

knowledge to design reward systems that tap into employees' innate motivation and desire rather than relying solely on external rewards to drive performance.

When rewards can be earned on a task, motivation may be undermined if participants reflect too much on what is at stake. This finding has important implications for designing reward systems that motivate employees without compromising task enjoyment. Therefore, a business leader needs to balance rewards with a focus on intrinsic motivation, such as providing employees with opportunities to develop new skills, challenge themselves, and take on new responsibilities.

To apply these insights, a business leader can design reward systems considering their organization's specific contexts and goals. They can also help employees focus on the intrinsic rewards of their work, such as the sense of accomplishment and pride in a job well done. By creating a culture that values and promotes intrinsic motivation, leaders can help employees develop a peak performance mindset that leads to sustained success over time. In conclusion, understanding the nuances of reward processing and intrinsic motivation can help business leaders develop effective reward systems that enhance performance and create a culture of sustained success.

2.2.4. Flow/peak state

Csikszentmihalyi (1990) defines flow as "a state in which people are so involved in an activity that nothing else seems to matter; the experience is so enjoyable that people will continue to do it even at great cost, for the sheer sake of doing it."

The state that Mihayi described as "flow" can have both advantages and disadvantages for a business leader. The advantages can be (a.) Increased productivity: When employees are in a state of flow, they tend to be highly focused and efficient, which can lead to increased productivity and output. (b.) Improved job satisfaction: Employees who experience flow tend to enjoy their work and feel a sense of accomplishment, which can lead to higher job satisfaction and reduced turnover. (c.) Innovation: Flow can also be associated with increased creativity and innovation, as employees are more likely to generate novel ideas and approaches when they are fully engaged in their work. (d.) Competitive advantage: A workforce that experiences flow can be a competitive advantage for a business, as it can lead to higher quality products and services, improved customer satisfaction, and increased profitability.

And the disadvantages can be; (a.) Burnout: While a flow can be beneficial, if business leaders work at a high cost, as described in the quote, it can lead to burnout. Leaders are so focused on their

job that they neglect other aspects of their lives and may get tired and less efficient. (b) Reduced collaboration: When business leaders are immersed in their work, they are less likely to collaborate and share information with others, resulting in siloed thinking and reduced innovation. (c) Flow can also cause leaders to focus on activities they are currently competent at rather than acquiring new talents and taking on new challenges. (d.) Diminished work-life balance: Eventually, leaders are so focused on work that they overlook other elements of their lives. In that case, this can lead to a lack of work-life balance and, as a result, lower job satisfaction and productivity.

Specific parts of the brain are activated when in flow, and other parts of the brain decrease in activity. When in flow, the activity in the frontal lobe decreases, which means the volume of inner chatter is turned down. This, in turn, minimizes chatter about the past or the future. What remains is the present and the task you are focused on.

Your automatic nervous system is split into two parts. Your sympathetic nervous system (fight, flight, or freeze responses) and the parasympathetic nervous system (rest/digest). Usually, one system is less active while the other is more active. But while you are in flow, your brain activates both parts of these systems in your body at the same time. This allows you to be calm while you are active. Intense but not distracted. The activation of the two systems releases several chemicals that enhance performance, reduce pain, and induce pleasure and euphoria (Engelbrecht, 2022).

Understanding the concept of flow and how it affects the brain and nervous system can help business leaders improve several activities, including (a.) Decision-making: When in flow, the brain is completely focused on the current moment, without distractions from the past or future. Business executives may concentrate on the job at hand and make better judgments. (b.) Creativity: When the brain is in flow, it is incredibly creative and capable of generating new ideas and solutions. A company leader may build conditions that stimulate creativity and assist her team members in attaining flow by knowing how flow impacts the brain and nervous system. This can lead to new ideas and solutions, giving the enterprise a competitive advantage. (c.) Focus: As Engelbrecht (2022) noted, when in flow, the frontal lobe of the brain lowers activity, reducing inner chatter about the past or future. This can assist an ILP in remaining focused on critical activities and making better judgments. (d.) Productivity: The brain is very productive and efficient when in flow, allowing an ILP to complete activities more quickly and effectively. Creating an atmosphere encourages flow may boost productivity and result in better output in less time. (e) Tension reduction: By activating the sympathetic and parasympathetic nerve systems during flow, an ILP

may remain calm while active, lowering tension and anxiety. This can assist them in better managing stress and maintaining a good and productive mentality.

The concept of flow and its effects on the brain and nervous system can help business leaders improve several key activities, including decision-making, creativity, focus, productivity, and stress management. By understanding how flow affects the brain and nervous system, a BL can create an environment that encourages flow and helps their team members achieve their full potential, leading to success for their business.

"Inducing flow is about the balance between the skill level and the size of the challenge at hand" (Nakamura et al., 2009). Business leaders can use the findings of this research in several ways to improve their business activities, such as; (1.) Defining objectives: When determining goals for themselves or their team members, they might consider the balance of skill and difficulty levels. Setting too simple or too challenging goals might lead to boredom or dissatisfaction. Instead, they might establish difficult but attainable goals, allowing team members to enter a flow state and perform at their best. (2.) Hiring and training: When hiring new personnel or training current team members, company executives should examine their present skill level and the challenge they will confront in their jobs. Training and assistance may help individuals enhance their abilities and raise the difficulty they can manage, resulting in increased engagement and productivity. (3.) Task and project design: When allocating tasks and projects to team members, business executives might consider the amount of talent necessary and the difficulty level involved. Too simple or repetitive functions can lead to disengagement, whereas too complex tasks can lead to frustration and burnout. Instead, they might seek to give challenging but doable assignments, allowing team members to reach a flow state and perform at their best. (4.) Giving feedback: By providing feedback to team members, company leaders may analyze the balance between their present skill level and degree of difficulty. Giving overly negative or too favorable comments might lead to disengagement or overconfidence. Instead, they can provide constructive criticism, encouraging team members to enhance their talents and confront new problems, ultimately leading to the enterprise's overall success.

This study clearly distinguishes between a flow/peak state and a peak performance mindset. A peak state is a state of heightened emotional and mental awareness characterized by a sense of euphoria, clarity, and focus. It is often associated with intense concentration and physical or mental effort, such as sports, creative initiatives, selling, presenting, or public speaking. In a peak state, the individual feels fully engaged in the present moment, with minimal distraction or self-doubt.

On the other hand, a peak performance mindset refers to being aware of any misalignment with the vision and the thoughts and beliefs that encourage an ILP to achieve increased performance and productivity consistently. It is characterized by a combination of focus, determination, and resilience and is often developed through deliberate practice, goal-setting, and a growth mindset.

While a peak state can contribute to a peak performance mindset, they are different. A peak state is a temporary state of heightened awareness and focus. In contrast, a peak performance mindset is the ability to be aware of any misalignment concerning the vision. The awareness of incongruence also leads to a sustained long-term state of mental readiness and resilience, allowing a business leader to achieve high-performance levels consistently.

A peak state is a transient state of heightened awareness and focus. In contrast, a peak performance mindset is a long-term state of mental willingness and resilience that allows a business leader to achieve high-performance levels consistently.

While a flow state can be positive, business leaders need to be mindful of the potential risks and work to foster a healthy work-life balance for themselves and their employees. Therefore, this research endeavors to determine how business leaders can enter and exit the peak/flow state at will while maintaining a peak performance mindset.

2.2.5. Self-efficacy and agency
Self-efficacy.

Bandura (1977), a Canadian-American psychologist and Stanford University professor was the one who first introduced the term "self-efficacy" in 1977.

Self-efficacy is important because it plays a role in how you feel about yourself and whether or not you successfully achieve your goals in life (Cherry, 2023).

According to Bandura (1986), self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." In this study, self-efficacy refers to a business leader's confidence in their capacity to succeed in a given circumstance. These convictions impact a person's thoughts, actions, and emotions.

As Bandura and other researchers have noted, self-efficacy can impact everything from behavior to

motivation and psychological states. For a business leader, his goals, approach to achieving them, and evaluation of his performance are all influenced by his level of self-efficacy.

Almost everyone can recognize objectives they wish to achieve, aspects they desire to transform, and things they want to attain. Nevertheless, the majority of individuals acknowledge that executing these plans is not an easy task. Bandura and his colleagues have discovered that their level of self-efficacy heavily influences the way individuals approach goals, tasks, and challenges (Bandura, 1986).

Having high self-efficacy is a good thing. People with a strong sense of self-efficacy have the following attributes, 1. Develop a deeper interest in the activities in which they participate. 2. Form a stronger sense of commitment to their interests and activities. 3. Recover quickly from setbacks and disappointments. 4. View challenging problems as tasks to be mastered. Poor self-efficacy, on the other hand, can have a number of detrimental effects. People with a weak sense of self-efficacy, avoid challenging tasks, believe that difficult tasks and situations are beyond their capabilities, focus on personal failings and negative outcomes, and quickly lose confidence in their personal abilities (Cherry, 2023).

Cherry asserts that self-efficacy is more context-dependent (Cherry, 2023); a business leader can have high self-efficacy in one area, like hiring but low self-efficacy in other areas, like public speaking or presentations. Drawing heavily from Bandura's work, Cherry presents four ways to achieve self-efficacy, 1. Mastery Experiences, 2. Social Modeling, 3. Social Persuasion, and 4. Psychological Responses. These approaches are applicable or relevant to a broad range of situations or contexts rather than specific to one situation. They do not target a business leader's sense of self-efficacy.

This study aims to find how business leaders with low self-efficacy in certain areas can increase their self-efficacy if they want to.

Agency.

Agency is a philosophical term that refers to one's ability to act in a given situation. When discussing the nature of free will and responsibility, it is important to be mindful of how much agency a person has. (Philosophical Therapist). Duren Jr. concurs with the idea presented in the article quoted above and asserts that agency refers to the human capability to influence one's functioning and course of events by one's actions (Duren Jr, 2022).

Agency refers to an individual's sense of control over their actions and their environment. A person believes they have the power to make choices and take steps that can shape their outcomes and the outcomes of their environment. Agency is related to self-efficacy because individuals with high levels of self-efficacy are more likely to believe that they have agency and are capable of achieving their goals.

An article in The Philosophical Therapist (2017) posits that Hyper-agency is when a person incorrectly believes they control another person's thoughts, feelings, and actions (PhilosophicalTherapist.com, 2017). In business leadership, hyper-agency can manifest as a belief that one has complete control over every aspect of their business and that success or failure depends entirely on their actions.

While a healthy sense of agency can be a positive trait for a business leader, hyper-agency can impede their ability to attain personal mastery and develop a peak performance mindset. This is because hyper-agency can lead to several adverse outcomes, including but not restricted to a.) Burnout: If a leader feels they are entirely responsible for the success of their company, they may feel undue pressure to consistently perform at a high level. This might result in burnout and tiredness, impairing their functioning capacity. b.) Inflexibility: In addition, hyper-agency might make a leader less open to critique or input from others. They may only adjust their strategy or consider alternate ideas if they feel they are always in charge. c.) Unrealistic expectations: A hyper-aggressive leader may establish unreasonable objectives or expectations for himself and their team, leading to disappointment or failure.

Hypo-agency

Hypo-agency is when a person incorrectly believes they have little to no control over their thoughts, feelings, and actions. They see themselves as just passengers, and things happen to them. They are often unfulfilled, lonely people who feel miserable, weak, and trapped in a meaningless existence. They wait for other people to make decisions for them, to notice their problems, and to solve their problems. They avoid making decisions and taking any risks. Typically resulting in their life passing them by, wasted on people and activities they do not actually care about (PhilosophicalTherapist.com, 2017).

Hypo-agency can be fatal, especially to a business leader who has a position because of external circumstances, for example, taking over/being thrust into a family business or simply because he was in line for the promotion and was not ready for it. In such situations, hypo-agency can manifest

as a lack of confidence in one's ability to make decisions, take action, or achieve goals. Hypo-agency can impede a business leader's ability to attain personal mastery and develop a peak performance mindset in several ways, including a) Inaction: A hypo-agentic leader may be paralyzed by impotence, leading to inactivity and stagnation. It may jeopardize their capacity to attain their objectives and effect meaningful organizational transformation. b.) Learned helplessness: A hypo-agentic leader may develop a sense of learned helplessness over time, believing that external events outside their control heavily influence their outcomes. Hypo-agency can result in a defeatist attitude and a lack of ambition to strive for personal or organizational improvement. c.) Dependency: A hypo-agentic leader may become unduly reliant on others for direction or decision-making, restricting their potential to grow skills and expertise.

Inverted agency

The picture gets more complicated because people are often a mixture of hyper and hypo agency, depending on their situation. Described thus far is a person who believes they have control over their lives and other people and a person who feels they have no control over their lives or over other people. Both these people are half-right. But it is also common for people to be a mix of the two; indeed, a person may believe they have hypo-agency over their own lives while simultaneously believing they have hyper-agency over other people. This is a complete inversion of healthy agency and can present the greatest challenge for recovery (PhilosophicalTherapist.com, 2017).

ILPs who think they have little control over their own lives but have excessive power over others may display destructive behaviors that affect the effectiveness of their organization. This is due to a warped sense of control, leading to them being less accountable for their actions and more focused on dominating others.

For example, such a leader may, a.) be overly controlling: Believing they have excessive power over others, this leader may need to micromanage every element of their subordinates' jobs. This strategy can result in low morale, decreased production, and significant employee turnover. b.) Blame others for their faults: This leader may refuse to accept responsibility for their mistakes or failings because they lack control over their life. Instead, they may blame external reasons or people for their shortcomings, jeopardizing their credibility and making it impossible to learn from their mistakes. c.) Lack of self-awareness: If this leader does not recognize their authority over their life, they may lack self-awareness and fail to develop their own performance or leadership qualities. As a result, their capacity to grow and develop as a leader may be hampered. d.) Neglect their well-

being: This leader may disregard their well-being and fail to care for themselves because they believe they have little influence over their lives. Over time, this can lead to burnout and diminished performance.

A leader with this mixture of beliefs may need help to create a positive work environment, inspire their team, and achieve their goals, as limited literature is available on this critical topic. This study requires exploring possibilities to help business leaders achieve PM and PPM through a sense of healthy agency.

2.2.6. Accountability

Jocko Willink is a renowned personality who has served as a Navy SEAL officer, written books on leadership, and provided consulting services on the subject. He introduced the concept of "Extreme Ownership" through his book "Extreme Ownership: How U.S. Navy SEALs Lead and Win" and a TED Talk named "The Dichotomy of Leadership." (Willink, 2017).

In Jocko's view, extreme ownership involves assuming complete responsibility for every aspect of one's life, including errors, failures, and weaknesses. He believes this mentality is critical for effective leadership as it empowers individuals to take charge of their circumstances and make the necessary changes to accomplish their goals.

During his TED Talk, Jocko highlighted the significance of balancing extreme ownership with humility and the willingness to listen to others. He suggests that genuine leaders should be able to acknowledge their errors, make corrective moves, and encourage their team members to do the same.

In conclusion, Jocko's interpretation of extreme ownership focuses on taking personal responsibility, accountability, and leadership to succeed personally and professionally (Willink, 2017).

A good example is cited on diffen.com (Diffen.com, 2023). The article takes the case of the notorious 2001 Enron scandal that led to the bankruptcy of the Enron Corporation. Executive board members were indicted for their illegal and unethical actions, and CEO Kenneth Lay was one of the people indicted. Lay insisted that Enron's collapse was due to a conspiracy waged by short sellers, rogue executives, and the news media — implying that while he could be held *accountable* as the CEO and leader of the organization, he was not in any way *responsible* for the fraud in the

company. However, a jury found Lay guilty on six counts of conspiracy and fraud, making the CEO responsible as well as accountable for the downfall of the company.

Accountability and personal accountability are essential values for business leaders to adopt, as they are critical in ensuring a company's success. Accountability requires that individuals take responsibility for their actions, decisions, and outcomes and are willing to answer for them. Personal accountability takes it further by making individuals responsible for their thoughts, feelings, and behavior.

For example, suppose a business leader's team fails to deliver a project on time. In that case, accountability requires the leader to take responsibility for the delay and make any necessary apologies or amends to the client or stakeholders.

Personal accountability requires the leader to take ownership of their part in the failure and commit to learning from their mistakes and improving their approach in the future.

A company that prioritizes accountability creates a culture of responsibility and trust among employees. When people know their actions and decisions have consequences, they are more likely to make thoughtful choices and work collaboratively with their colleagues. Personal accountability helps employees develop a sense of self-awareness and autonomy, leading to improved productivity and job satisfaction.

On the other hand, too much emphasis on accountability can be detrimental to a business. Leaders who are overly fixated on accountability may foster an atmosphere of blame and defensiveness, discouraging employees from taking risks or admitting to mistakes. This can lead to a culture of fear and mistrust, stifling innovation, and growth.

In conclusion, accountability and personal accountability are critical values for business leaders to adopt. When properly balanced, they can help create a culture of responsibility, trust, and innovation. By owning their actions and decisions, business leaders can inspire their teams to do the same, creating a workplace that values responsibility and collaboration.

Not taking accountability can significantly hinder a business leader's personal mastery and peak performance mindset. Personal mastery is a continuous process of self-improvement that requires individuals to take ownership of their actions, learn from their mistakes, and strive toward

excellence. A peak performance mindset is a state of mind that allows an individual to perform at their best and achieve their goals.

Let us examine what happens when leaders avoid accountability and how it can inhibit personal mastery and the peak performance mindset. (a) A leader must recognize responsibility for his team's performance. A lack of this expertise hampers a leader's ability to identify opportunities for team progress. (a) A leader who avoids accountability may also refrain from providing feedback to his team. Even when he attempts to give feedback, it could be more effective. Groups under such leadership do not receive appropriate coaching or training to help them grow. (c) Leaders who shun responsibility squander their learning and growth, limiting their capacity to achieve personal mastery and the peak performance attitude. Inadequate responsibility leads to a need for more self-awareness. The leader cannot consider what went wrong and what may be improved; this attitude undermines motivation to address the situation. (d) Instead of learning from mistakes, the lack of responsibility fosters a climate where people blame one another for failures. The blame culture destroys confidence within the team and, eventually, throughout the organization.

Trust is the currency that is exchanged for quality work and mutual support and understanding, and when this gets eroded, it can push a leader to the point of no return. The harsh effects of not assuming accountability can cost a leader his job or the business. Personal mastery and PPM will become concepts that vanish in thin air and turn a potential growth opportunity into dust.

The absence of accountability can have negative implications and consequences in a leader's business life. One of the hallmarks of a leader is to be accountable for the outcomes he was responsible for. Being accountable can help a business leader develop a growth mindset, build trust amongst his team, and aim for personal excellence.

Accountability can be considered a value that can become an integral part of a leader's PPM. However, more research is needed to help individuals in leadership positions imbibe this empowering value. Hence, this research will explore how accountability's value can become a part of a leader's PPM.

2.2.7. Setting goals or creating a system
Clear (Clear, n.d) contends in his article on his website www.jamesclear.com that prevailing wisdom claims that the best way to achieve what we want in life—getting into better shape,

building a successful business, relaxing more, and worrying less, spending more time with friends and family—is to set specific, actionable goals (Clear, n.d).

He adds that if you are an entrepreneur, your goal might be building a million-dollar business, and your system is how you test product ideas, hire employees, and run marketing campaigns. And he asks, "If you completely ignored your goals and focused only on your system, would you still succeed? For example, if you were a basketball coach and you ignored your goal to win a championship and focused only on what your team does at practice each day, would you still get results?" And the astounding answer he gives is, "I think you would."

Clear (www.jamesclear.com, n.d) posits that winners and losers have the same goals.
Goal setting suffers from a serious case of survivorship bias. We concentrate on the people who end up winning—the survivors—and mistakenly assume that ambitious goals led to their success while overlooking all the people who had the same objective but did not succeed.

Every Olympian wants to win a gold medal. Every candidate wants to get the job. And if successful and unsuccessful people share the same goals, then the goal cannot be what differentiates the winners from the losers. It was not the goal of winning the Tour de France that propelled the British Cyclists to the sport's top. Presumably, they had wanted to win the race every year before—just like every other professional team. The goal had always been there. Only when they implemented a system of continuous small improvements, they achieved a different outcome.

Clear's theory of systems implies that success is not achieved by focusing only on the end result but on building effective systems that lead to that result. By building systems, business leaders can create a consistent strategy to attain personal mastery and a peak performance mindset to help them reach their goals.

Here are a few examples of how a business leader can only attain personal mastery and a peak performance mindset if they follow a system, a.) Inconsistency: A leader focused on the final result may fail to develop a consistent approach to achieving their goals. This can result in uneven performance, inhibiting personal mastery and preventing individuals from developing a peak performance mindset. A sales manager, for example, who is solely focused on hitting a specific revenue target may neglect the necessity to establish a system for consistently generating leads, nurturing prospects, and finalizing agreements. Without a consistent technique, the sales manager may find it difficult to fulfill the income objective regularly, leading to frustration and a lack of

personal mastery. b.) Lack of Learning: An ILP focused entirely on the end result may pass up opportunities to learn and improve their performance. Failure to focus on building successful procedures may impede the leader from identifying areas for progress, stopping them from gaining personal mastery. For example, a marketing manager who is focused on achieving a specified conversion rate may miss out on opportunities to learn about customer behavior and preferences. The marketing manager may be unable to identify opportunities for development if they do not focus on building effective data collecting and analysis methods, resulting in a lack of personal mastery. c.) Lack of Adaptability: A leader only concerned with the end objective may find responding to changing conditions or unforeseen issues challenging. By failing to focus on developing successful procedures, the leader may lose the ability to adjust their approach as needed, reducing their ability to achieve personal mastery. A project manager, for example, who is entirely focused on completing a project within a specified timeframe may miss out on opportunities to adjust their approach when unexpected delays or obstructions arise. Suppose the project manager does not focus on building effective methods for detecting and managing difficulties. In that case, they may struggle to accomplish the project's goals and miss opportunities to gain personal mastery.

Considering the importance of looking beyond goals and bringing back the focus on systems and processes, this study aims to design a system that business leaders can adopt to attain personal mastery and develop a peak performance mindset to help them achieve their goals.

2.2.8. Psychological resilience

This section draws from David S. Yeager's and his colleague's article (Yeager, 2012). The word resilience originates from the Latin verb resilire – to leap back. A generally referenced description of psychological resilience is a "dynamic process, encompassing positive adaptation within the context of significant adversity" (Luthar et al., 2000).

For business leaders, this concept implies that they need to be ready to face significant challenges and difficulties in the business environment, such as economic downturns, market disruptions, and unexpected competition. Despite these obstacles, they need to adapt and find new ways to grow and develop the business. For example, suppose a company is struggling due to a sudden change in market demand. In that case, a resilient leader will seek out new opportunities for growth and pivot the business strategy to align with the changing market. They may consider launching new products, expanding into new markets, or partnering with other businesses to increase their reach and customer base.

In addition, a resilient leader will be able to persevere through difficult times, maintaining a positive attitude and inspiring their team to keep pushing forward. They will be able to learn from mistakes and failures, using them as opportunities for growth and improvement.

Ultimately, resilience is crucial for business leaders, enabling them to navigate uncertain and challenging times and emerge more robust and thriving in the long run. Hence, resilience is a critical attribute of PM and an integral part of PPM.

Understanding implicit theories or mindsets proposed by Dweck (2013) and her colleagues is essential to cultivating resilience.

Before we understand how implicit theories affect a business leader, let us look at what Dweck and her colleagues say about growth and fixed mindset, as this is closely related to PM and PPM. Research by Dweck (1995) and her colleagues has shown that individuals with a growth mindset are likelier to persist in the face of failure, embrace challenges, and display adaptive coping strategies than those with a fixed mindset. Other studies have found that a growth mindset can lead to better academic performance, increased creativity, and improved well-being.

What is the mechanism of implicit theories?

As a specific implicit theory influences certain judgments and responses, it can result in consistent patterns of either vulnerability or resilience over an extended period (Dweck et al., 1995). As an illustration, implicit theories influence how individuals assign causes to events or situations (Hong et al., 1999; see also Blackwell et al., 2007; Robins and Pals, 2002; for a review of research on causal attributions, see Weiner, 1986, 1995), It is widely recognized that interpreting personal setbacks as a result of unchanging characteristics weakens resilience. As we demonstrate shortly, these static-trait attributions are more probable among individuals with an entity theory. They are a way in which implicit theories contribute to variations in resilience (e.g., Blackwell et al., 2007; Yeager et al., 2011). Why do implicit theories of business acumen affect entrepreneurial resilience? How business leaders view their skills and abilities can significantly impact their resilience when facing challenges in the business world. Those with a growth mindset believe they can develop their business skills and knowledge with effort and practice. When they encounter setbacks or challenges, they view them as opportunities to learn and grow and persist in overcoming them. For example, if a new product launch does not go as planned, leaders with a growth mindset will seek feedback, analyze what went wrong, and adjust for future launches.

On the other hand, those with a fixed mindset believe that their business skills and knowledge are innate and unchangeable. When they encounter setbacks or challenges, they may view them as

evidence of their limitations and give up more quickly. For example, if a new product launch fails, leaders with a fixed mindset may blame external factors or give up on the idea altogether.

Duren Jr (Duren Jr., 2022) contends that most theories agree that resilience has two core concepts, 1. the presence of adversity and 2. positive adaptation; it is a dynamic process that changes over time, and the interaction of a wide range of factors influences resilience. Based on the ideas presented by Duren Jr, this study will explore how business leaders in adversity can have positive adaptation.

Even though resilience changes over time because of the interaction of a wide range of factors, how do business leaders get back to the strongest side of the spectrum of resilience?

As resiliency enables personal mastery and is an integral part of PPM, the study explores business leaders' perspectives to find systems or frameworks that will allow resilience in business leaders.

Coaching and mentoring for sustained growth

"Coaching and Mentoring Shape Business Outcomes," "Coaching and mentoring are becoming more prominent parts of leadership development (Yarbrough, 2022), and according to the Centre for Creative Leadership staff, four types of coaching exist. 1. Executive coaching 2. Integrated coaching 3. Team coaching, and 4. Virtual coaching. But for our purposes, we will look at coaching and mentoring from a macro perspective (Leading Effectively Staff, 2020).

We have found that coaching is uniquely positioned to help leaders develop the types of relational skills that they need today. That is because it is personalized to an individual's needs, applied to their day-to-day work, and designed to hold them accountable for their goals. When it comes to driving long-term behavior change and learning in the workplace, research shows you can't find a more effective option than coaching (Yarbrough C, 2022).

A coach can help a leader identify skills to be developed, key strengths, and strategies for improvement. Coaching can focus on achieving goals within a leader's current job or a move in new directions. Derailing executives can benefit from coaching to improve performance, too (Leading Effectively Staff, 2020).

Mentoring can be seen as a holistic and fluid concept that attends to professional, corporate, and personal development (Clutterbuck, 2001; Kram, 1983; Parsloe and Wray, 2000).

There is a consensus that mentoring provides significant advantages for leaders, such as role socialization, isolation reduction, professional development, enhanced job satisfaction, improved leadership abilities, and leadership capacity building (Browne-Ferrigno and Muth, 2004; Fagan and Walter, 1982; Scandura et al., 1996; Stott and Walker, 1992).

Beech and Brockbank (1999) suggest the two fundamental aspects of mentoring. Focusing on comprehending how the organization functions on a cultural and political level, the first is that of a career coach and professional helper. The second is psychological and encompasses professional identity, personal support, fostering increased self-awareness and confidence in the mentee's abilities, and role modeling.

Despite some similarities, mentoring and coaching are two different ways to support leaders in advancing their abilities and achieving their objectives.

In a long-term relationship known as mentoring, a more seasoned individual (the mentor) counsels and advises a less seasoned individual (the mentee) on numerous facets of their personal or professional development. A mentor offers direction, encouragement, and advice based on their knowledge and experience. The mentor assists the mentee in discovering their talents, overcoming their flaws, and overcoming obstacles in their personal or professional lives. The mentor often shares their experience, abilities, and insights through conversation and observation. Mentoring is frequently informal and relationship-driven.

On the other hand, coaching is a brief, performance-based procedure where a coach aids a client in achieving particular goals by offering feedback, direction, and support. The main tasks of a coach are to assess a client's strengths and shortcomings, set goals, create action plans, and track progress. Mentoring could be more organized and results-oriented than coaching.

For our research purposes, leaders can choose between coaching and mentoring to attain personal mastery and develop a peak performance mindset.

2.3. Theory of Reasoned Action (TRA)

Martin Fishbein and Icek Ajzen developed the Theory of Reasoned Action (TRA) in 1967. The idea was developed using earlier social psychology, attitude, and persuasive model research.

An explanation of how attitudes, beliefs, and intentions affect our behavior is provided by the Theory of Reasoned Action (TRA). This theory is predicated on the notion that people make logical decisions and think through the consequences of their choices before taking them. The theory notes that mindsets and arbitrary norms are the two main elements that govern human conduct.

Attitudes → **Behavior** ← **Beliefs**
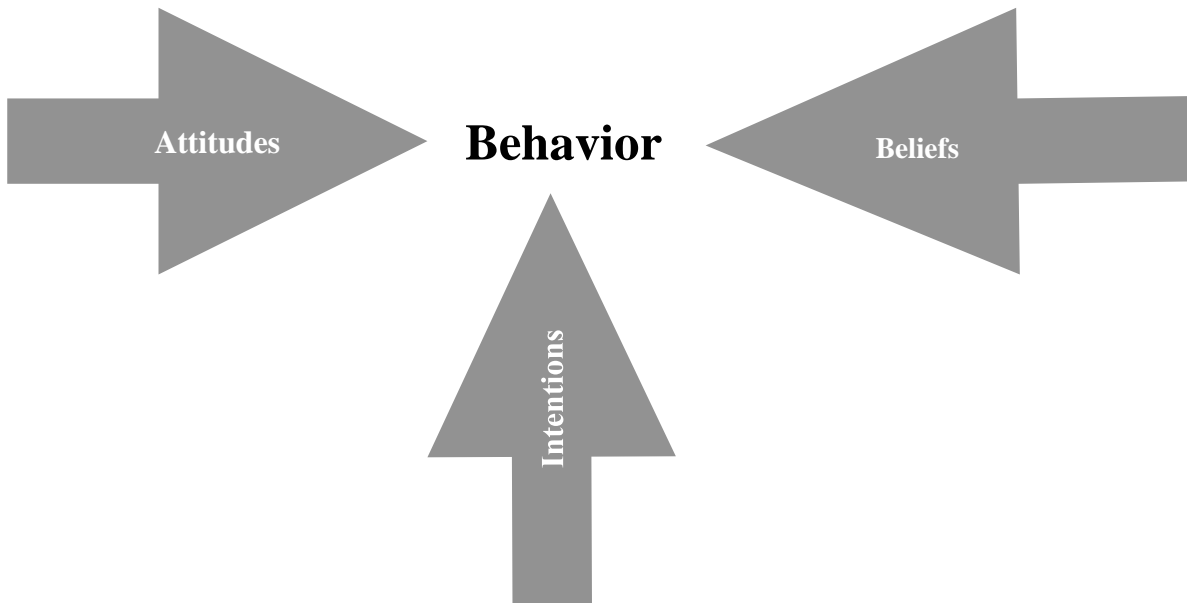
Intentions

FIGURE 3- AN EXPLANATION OF HOW ATTITUDES, BELIEFS, AND INTENTIONS AFFECT OUR BEHAVIOR IS PROVIDED BY THE THEORY OF REASONED ACTION (TRA).

Our overall assessment of a behavior or activity depends on our mindsets towards it and how desirable or undesirable we think it is. For instance, a leader with a good outlook on peak performance and personal mastery can believe it can improve business results and find it appealing. However, a leader with a disempowering mindset towards these ideas can see them as undesirable and having unfavorable effects.

Subjective norms are the social pressures one feels to perform or refrain from conducting a behavior. This comprises our perceptions of what other people think of our behavior and whether it is socially acceptable. For example, a leader may face pressure from his superiors or peers to prioritize personal mastery and peak performance to attain business outcomes.
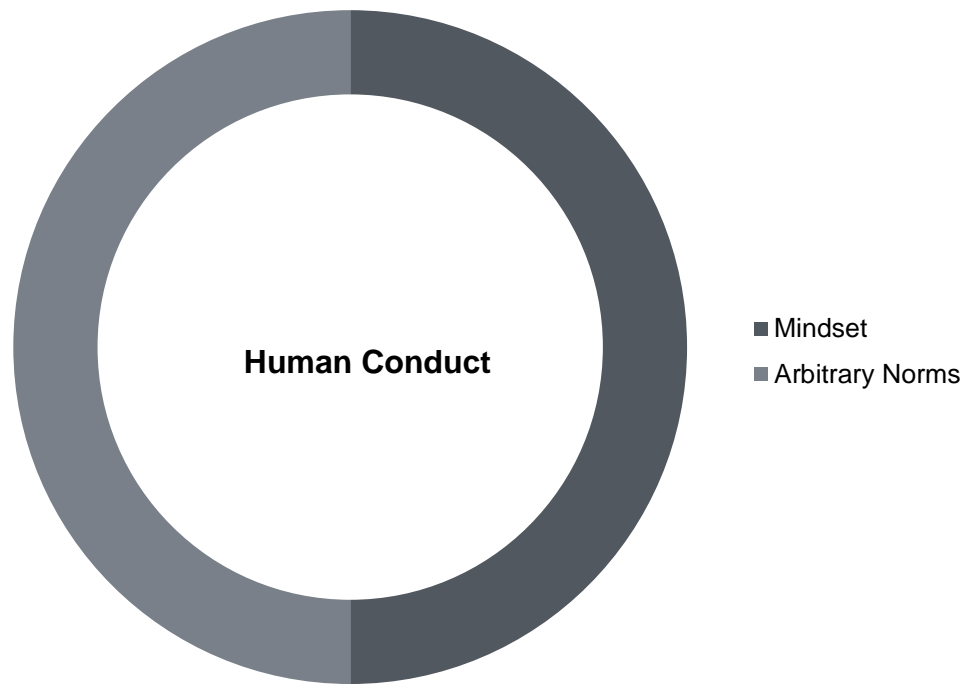
FIGURE 4- THEORY OF REASONED ACTION.

The theory notes that mindsets and arbitrary norms are

the two main elements that govern human conduct.

The TRA framework can help us comprehend how leaders' mindsets about personal mastery and peak performance impact their behavior and, ultimately, their business outcomes in this dissertation.

We can identify the mindsets and subjective norms shaping their personal mastery and peak performance decisions by conducting semi-structured in-depth interviews with leaders in my target population. I can then collect data on the business outcomes of leaders prioritizing these concepts to test the hypothesis that leads to success.

Comprehensively, the TRA offers a valuable perspective for analyzing the factors that influence leaders' decisions and behaviors related to personal mastery and peak performance, as well as how these behaviors affect their professional and business outcomes. Using this framework, you can learn how leaders can achieve their goals by implementing a success system based on personal mastery and a peak performance mindset.

2.4. Human Society Theory

It is necessary to understand the underlying theories and concepts that shape human society to write a dissertation on personal mastery and peak performance mindset for leaders. The theories and concepts listed below may be appropriate to my dissertation. However, I have selected The Social Cognitive Theory, and I will explain why after I touch upon a few other theories that others can consider relevant.

Goal setting theory. Goal setting theory maintains that when people set specific and challenging goals, they can motivate them to achieve higher performance. Leaders can help employees perform at their best by setting specific and clear goals and providing supportive means to achieve them.

Self-determination theory. According to this theory, people have basic psychological needs for independence, competence, and relatedness. Leaders who facilitate an atmosphere that fulfills these necessities can help their employees grow a sense of ownership toward their work, feel competent in their positions, and develop positive relationships with their coworkers.

Emotional intelligence theory. This theory accentuates the significance of understanding and governing one's own emotions as well as the emotions of others. Leaders with high emotional intelligence can promote a positive work climate and create healthy relationships with their team members, resulting in peak performance.

Social learning theory. According to this theory, humans learn by observing and imitating the behavior of others. Leaders who cultivate a mindset of personal mastery and peak performance can serve as role models for their team members, who may adopt similar attitudes and behaviors.

The social cognitive theory. The social cognitive theory explains how personal, behavioral, and environmental factors influence human behavior. It emphasizes the importance of observational learning, personal beliefs, and feedback in influencing people's behavior. In the context of leadership, the theory suggests that individual factors such as motivation and self-efficacy, as are social support and feedback, are critical for success. The theory provides a valuable framework for leaders to develop a personal mastery and peak performance mindset to achieve their desired professional/business outcomes.

Self-efficacy theory. According to this theory, people's belief in their ability to complete a task

influences their motivation and behavior. Leaders who assist their team members in developing their self-efficacy can boost their confidence and performance.

Social identity theory. This theory asserts that people derive a sense of identity and self-worth from the groups to which they belong. Leaders who foster a strong sense of team identity and encourage team members' collaboration and cooperation can create a more cohesive and productive work environment.

The social constructionist theory. This theory contends that individuals construct meaning and understanding of the world through social interactions and experiences. It emphasizes the importance of language and communication in shaping people's knowledge and understanding of the world and their personal narratives. People actively create their reality based on their perspectives and circumstances. Social and cultural factors and individual factors such as motivation and self-regulation all impact this process. The theory has been used in a variety of fields. It can be used to investigate how leaders define success and how social and cultural factors shape their experiences and interactions with others.

The social cognitive theory is one relevant human society theory for a dissertation on personal mastery and peak performance mindset for leaders. According to this theory, personal, behavioral, and environmental factors influence human behavior.

According to social cognitive theory, subjective, behavioral, and environmental factors influence human conduct. Individual characteristics such as motivation, self-efficacy, and self-regulation are vital in the context of leadership and contribute to a leader's success. A motivated leader who believes in their ability to achieve is likelier to engage in personal development and growth behaviors. Leaders who self-regulate their behavior and emotions are competently equipped to sustain a peak performance mindset under demanding situations. For example, leaders who can govern their emotions in high-pressure circumstances are likelier to make sound decisions that will benefit their team's performance.

Furthermore, the social cognitive theory emphasizes the role of the environment in shaping a leader's behavior. Social support and feedback from counterparts, mentors, or trainers can be favorably advantageous in assisting leaders in reaching their professional/business goals. A leader with access to a supportive network can receive periodic feedback on their performance, allowing them to specify areas for improvement and make suitable adjustments. For instance, a leader who

welcomes constructive feedback from their team members can use that information to revise their leadership style and enhance team performance.

Also, the theory proposes that leaders can learn by observing and modeling the behavior of other thriving leaders. Leaders who observe successful leaders' behaviors can learn how to develop a peak performance mindset and attain personal mastery. For instance, a leader who observes a successful counterpart with a strong work ethic may be inspired to embrace similar professional practices and behaviors.

My dissertation can apply the Social Cognitive Theory to the context of personal mastery and peak performance mindset for leaders to investigate how personal, behavioral, and environmental aspects impact a leader's mindset and behavior. It may also investigate how social support, feedback, and learning can aid in developing a peak performance mindset. These insights can assist leaders in creating a successful system that leverages these aspects to attain their desired professional/business outcomes.

2.5. Summary

The chapter reviewed Csikszentmihalyi's (1990), Senge's (1990 and 1994), and Duren's (2022) work on peak states, personal master, and leadership, as well as many professional literature reviews on personal mastery and peak performance mindset for leaders. The study emphasized the researchers' common findings that individuals in leadership positions are accountable for attaining personal mastery and developing a peak performance mindset to achieve desired professional and business outcomes. The study focused on personal mastery and a peak performance mindset. With more individuals with malleable mindsets, the sounder the possibilities of designing avenues for feedback to improve profitability. It also shifted focus to varied and practical empowering concepts like happiness models, mastery mindset, resiliency, and living with intent, published recently in journals and reviews over the last five years.

The chapter review demonstrates that the organization suffers when individuals in leadership positions show traits that do not lead to personal mastery and a peak performance mindset. As a result, leaders must open to avenues that help them to develop qualities and character traits leading to PM and PPM that can help them produce desired professional and business results. Businesses can use this effect to quench their thirst to sustain and increase profitability and customer loyalty. The following chapter discusses the study's methodology, data collection methods, data analysis, validity, and reliability.

METHODOLOGY

3.1. Overview of the Research Problem

Business leaders consistently make consequential decisions impacting the entire organization, its growth and profits, and the desired result. Many business leaders need more strategies to learn and grow in a volatile marketplace continually and remain congruent with their actions and vision while being flexible. Though Attaining PM and maintaining a PPM is a challenging undertaking, it needs to be addressed by a business leader.

Morales and her co-researchers (Morales et al., 2007) in their article assert that business leaders consistently make potent decisions impacting the entire organization and the company's vision. Personal Mastery is the capability to grow and learn on a personal level, and it concentrates on the aspects of learning in the learning organization that belongs to the individual. It enables us to delve deeper into our personal vision, into what we truly desire, concentrating all our efforts on developing our personal and professional skills and capabilities (Senge, 1990; Senge et al., 1994).

The common challenge is that, given the pressures of the VUCA world, it becomes very challenging for a business leader to remain congruent and flexible simultaneously; this directly affects the profits and the realization of the business leader's vision. The primary concern for business leaders is that many need more strategies and approaches to attain PM and develop PPM.

Hence, enhancing the skills of a business leader to achieve PM and maintain PPM may create value for the business and increase performance. The impact of PM and PPM on organizational performance can affect the relationship between the business leader and the vision he wants to realize.

3.2. Operationalization of Theoretical Constructs

Although numerous domain research methods exist, the three significantly employed are mixed-method, quantitative, and qualitative. According to Koys and Adams (2015) and Saunders et al. (2015), to make predictions, researchers in quantitative use estimates to examine differences or variable relations to respond to questions about relationships among variables in the form of correlations (Bilgin, 2017).

In addition, there are properties of both quantitative and qualitative approaches in a mixed-method system (Saunders et al., 2015). To understand the phenomena, the research prefers to use a qualitative approach (Silverman, 2016). However, quantitative, and mixed methods were ineffective for this analysis because quantitative research explores associations or similarities between variables or attempts to test theories and consider causative effects between variables.

The study does not intend to calculate statistical significance or insignificance (Saunders et al., 2015). Instead, the study uses a qualitative case method using in-depth interviews with participants to explore PM and PPM to create a system that produces desired business/professional results. All the collected data will be triangulated using a triangulation approach to validate the work, increase the credibility of the research findings, and help overcome all fundamental biases arising from using a single method (Johnson et al., 2017).

3.3. Research Purpose and Questions

The specific purpose of this study is to explore the Personal Mastery and Peak Performance Mindset and strategies that can help the growth of a business leader and help him realize his business/professional results.

The target recipients are business leaders in Bengaluru, India, and other parts of India. Considering the number of established businesses and startups in Bengaluru, the implications are for positive growth by reducing the number of established businesses and startups shutting down and offering practical strategies to overcome several of the challenges presented by the VUCA business world to enterprising business leaders.

Specific Aims

- ➢ To explore Personal Mastery and Peak Performance mindset and strategies that enable leaders to achieve desired business results.
- ➢ Determining processes and methods that lead to Personal Mastery and Peak
- ➢ Performance mindset and what theoretical approach leaders can take to achieve the same.
- ➢ Investigate solutions and methods leaders can use to handle crises effectively
- ➢ and remain poised and empowered during favorable market conditions to ensure the organization's growth.

Research Question

What strategies and processes culminate into a system that can be used to attain Personal Mastery and Peak Performance Mindset?

Hypothesis

The study hypothesis is that Personal Mastery and Peak Performance Mindset positively relate to a Business Leader's growth and ability to produce desired professional/business results.

3.4. Research Design

A qualitative method will be employed to answer the proposed research questions. The study shall use a case study (Saunders et al., 2015) by engaging in semi-structured in-depth interviews to explore the behaviors and their happenings instead of quantitative methods in a business leader's life to attain PM and PPM to achieve desired business/professional results.

It is vital to note that different designs, such as historical research, ethnography, grounded theory, phenomenological, and correlational designs, were not pursued and intended as a good fit for this study. It is objective if the researcher wants to find or show a relationship between two or more variables (Independent and dependent variables).

Qualitative research is explorative research used to understand the underlying reasons and opinions (Silverman, 2016).

Within the context of this research, to get insights into the topic of Personal Mastery and Peak Performance Mindset, it becomes necessary for the researcher to aim at examining human behavior by asking participants to answer open-ended and semi-structured interview questions. In addition, the qualitative analysis may provide insights into a problem or help to build hypotheses for a future quantitative study (Saunders, Lewis and Thornhill 2015). It will benefit the study to construct correlations for the research.

Semi-structured interviews will help the study learn the "why, why not, and how" people in leadership roles react to Peak Performance, business failure, and Personal Mastery. This will help understand why businesses fail and the methods business leaders can use to achieve Personal Mastery and cultivate a Peak Performance Mindset.

Also, this will broaden the scope of the research study and examine many perspectives on company

tactics, improving understanding of the phenomena.

A triangulation approach will be used in the study to aid in validating the study's credibility. The triangulation approach is used to increase the credibility and validity of the research findings (Cohen et al., 2007). Murdock claims that triangulation helps explain and explore complex human behavior using various methods to offer readers a more balanced explanation of the study (Murdock, 2021).

3.5. Population and Sample Selection

The demographic of this study was typified by people in leadership roles and from various industries. Purposive sampling was used to ensure that the study's goal was accomplished. Purposive sampling is 'used to select respondents that are most likely to yield appropriate and useful information' (Kelly, 2010) and is a way of identifying and selecting cases that will use limited research resources effectively (Palinkas et al., 2015).

Twenty (20) research subjects who met all criteria were selected using purposeful sampling. Purposive sampling is a form of non-probability sampling where the investigator of the research uses judgment for selecting members of the study population to participate in the study (Yin, 2018).

The sample population below explains the categories, number of businesses, and job positions of the individuals in leadership positions for the study. The study used ILP to represent individuals in leadership positions and alphanumerical (1,2,3, etc.) to indicate the type of position and age categories from the sample population.

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The ILP will be used in the results phase of the study to provide a breakdown of the participants' ages, educational levels, and time spans during the one-on-one semi-structured interviews. The sample group for the study on personal mastery and peak performance mindset for leaders in India, especially Bengaluru, is shown below.
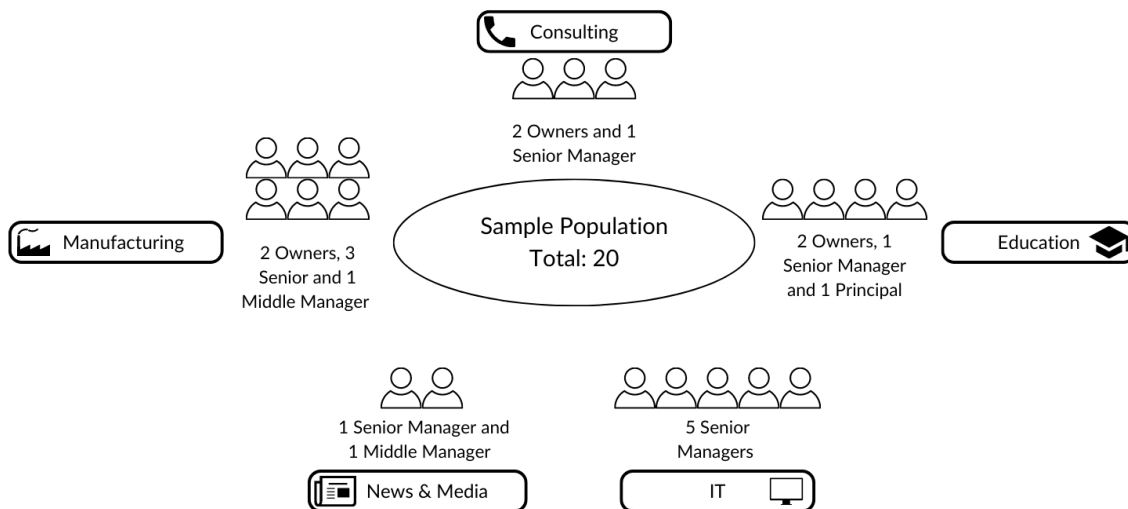
FIGURE 5- SAMPLE POPULATION OF INDIVIDUALS IN LEADERSHIP POSITIONS

The research participants gave their consent for the interview to be conducted. The participants were selected based on their prior and current leadership positions. The study's following subheading provides more information on the participant selection.

3.6. Participant Selection

It is essential to base 14 semi-structured interview questions on personal mastery and peak performance mindset in aiding individuals in leadership positions to produce desired professional or business goals. The assurance of confidentiality of the interview will allow research participants to respond confidently and honestly. The semi-structured interview will be conducted with individuals in leadership positions to establish the critical loops and methods for personal mastery and peak performance mindset to produce desired professional or business goals. They will be contacted by phone or letter in advance to request permission to conduct the face-to-face interview or on the ZOOM software application. I will email or hand over the participant an informed consent form and an invitation letter at a time that works for them as soon as I confirm their willingness to participate in the study. I will schedule a date and time for the participant to conduct the interview. As

mentioned earlier, the interview will be conducted in person in a physical place or on a platform like Zoom.

The semi-structured interviews will be conducted with business leaders and people in leadership positions to establish the critical gaps and strategies for Personal Mastery and Peak Performance Mindset.

Empirical research to find the right sample size began appearing in the literature in the early 2000s. Morgan et al. conducted a pioneer methodological study using data collected on environmental risks. They found that the first five to six interviews produced the majority of new information in the dataset and that bit further information was gained as the sample size approached 20 interviews.

Guest et al. (2020), in their report on thematic saturation in qualitative research, mention that Hagaman and Wutich (Hagaman and Wutich, 2016) calculated saturation within a cross-cultural study and found that fewer than 16 interviews were enough to reach data saturation. On the contrary, in their article (Elo et al., 2014), Satu Elo and colleagues mention that there is no commonly accepted sample size for qualitative studies because the optimal sample depends on the purpose of the study, research questions, and richness of the data. In qualitative content analysis, the homogeneity of the study participants or differences expected between groups are evaluated (Burmeister, 2012; Sandelowski, 1995a). Hence, I will select twenty participants from different cultures but have homogeneity in their positions and from the same geographic region or who have had experience working as a leader in the geographic region (South India) for this study. I will also ensure that the research questions elicit rich data after the interviews.

Based on the evidence above and to realize the purpose of this research, I intend to study twenty (20) adults (18 years and above) in leadership positions to analyze and determine themes enabling PM and PPM. Individuals can use these themes in leadership positions yearning to attain Personal mastery and develop a Peak Performance Mindset to achieve desired business/professional results.

Morse (2015a) asserted that the studied phenomena will not get purer and more intelligible until data saturation is attained. Any variables that, if understood, would alter the study's outcomes, all overlapping information would potentially eliminate the unknown issues (Morse, 2015a). He advised choosing a small sample when beginning the interview process to find themes, gather and analyze data, and do additional interviews until no new themes or data were present.

Guest et al. (2020), in their report on thematic saturation in qualitative research, mention that Hagaman and Wutich (Hagaman and Wutich, 2016) calculated saturation within a cross-cultural study and found that fewer than 16 interviews were enough to reach data saturation. In their article (Elo et al., 2014), Satu Elo and colleagues mention that there is no commonly accepted sample size for qualitative studies because the optimal sample depends on the purpose of the study, research questions, and richness of the data. In qualitative content analysis, the homogeneity of the study participants or differences expected between groups are evaluated (Burmeister, 2012; Sandelowski, 1995a)

Morse (2015) claimed that only after data saturation is reached will the study phenomenon become purer and more understandable. Any variables that, if understood, would alter the outcomes of the study, all overlapping information would potentially eliminate the unknown issues (Morse, 2015a). He recommended that when starting the interview process, to identify themes, it is easy to pick a small sample, collect and evaluate information, and then perform more interviews until no new themes or data are available.

Moreover, for the interviewee to communicate openly, (Sivell et al., 2015) mentioned that the researcher must conduct interviews in a comfortable setting for the interview respondent. Also, to ensure that the interview takes place at the time and venue chosen by the business leader or the individual in a leadership position, the researcher must constantly be adaptable and diligent in offering the study participants a variety of convenient places and timing.

Even with purposeful sampling, a limitation may arise because the researcher may leave a high-quality sample out of the collection and thus fail to fully capture everything necessary to investigate the study question (Sivell et al., 2015). These research participants were specifically picked for participation because they have a deep comprehension, expertise, and experience of the enterprise/business or the market.

3.7. Instrumentation

Data collection concerns obtaining the study phenomenon's essential details, including observing the participants' feelings, emotions, and thought processes (Silverman, 2016).

The data was gathered using both primary and secondary sources. The study used the semi-structured interview as the primary data source to get a broad overview of Personal Mastery and the significance of a Peak performance mindset to achieve desired business/professional goals. The

primary methods were collected through personal one-on-one semi-structured interviews and observation. The secondary method examined reports, articles, government websites, academic journal articles, and research papers. It enabled the researcher to focus on the study's primary problem without being constrained by the literature.

According to Shirani (2015), semi-structured interview methods allow the researcher to concentrate, structure, and provide the flexibility the study participants require to speak freely and clarify responses with follow-up questions in order to gain an in-depth understanding and information from the participant. The interview allows the researcher to collect the business leader's knowledge and experiences and analyze the meanings of their business exposure and experiences (Yin, 2018).

Moreover, the one-on-one interview is essential in that it assists in establishing rapport with the interviewee and gets the support needed to obtain accurate data for validation. Five sources of evidence, as advanced by Yin (Yin, 2018) in qualitative research, are (1) interviews, (2) documentation, (3) direct observation, (4) participant observation, and (5) archival records. Hence, the study's evidence source includes interviews, direct observation, and document analysis as a secondary means of data collection. Document analysis is vital as the researcher can utilize it to collect documents to develop an understanding of the study phenomenon (Schneider, 2016).

The original document helped explain the Personal Mastery and Peak Performance Mindset approach to creating outcome strategies. Besides, the study reviewed documents and articles associated with Personal Mastery and Peak Performance Mindset for leaders from research articles from the Academia, Sage, Research-gate, and other academic journals. The use of multiple evidence sources, such as interviews, record analysis, and observation, form an essential part of methodological triangulation, according to Oesterreich and Teuteberg (2016) and Yin (2018).

As a result, the research used the various sources covered above in a methodical triangulation to enhance the reliability and conformability of the data. As it includes a variety of datasets, including papers, articles gleaned through literature reviews, study interviews, and observations made before and during data collection, methodological triangulation ensures the validity and richness of the research.

To be trustworthy throughout the investigation, the study applied the methods from Hunt, Chan et al. (2011). The study considered previous interviews and experiences that had been carefully

prepared for, keeping in mind the characteristics of power dynamics within the interview, observing linguistic cues, and evaluating the ongoing process.

To assure validity and accurate analysis of interviewee responses to the interview questions to achieve reliability and generalizability, the study ensured that the participant was alone and present only with the researcher. Morse (2015b) further asserted that member verification enabled researchers to achieve generalizability and reliability.

All the documents were digitally recorded from the interviews and preserved in a secure place to protect the confidentiality of the interviewees as exalted in the University's moral and ethical standards and the signed consent form to mitigate bias. This digital preservation of the interviews and the effort to protect confidentiality also ensured the study's validity.

3.8. Data Collection Procedures

A safe and positive relationship with the respondents was maintained before, during, and after the interview session to foster trust and gather reliable data. The appendix, Appendix B, contains the interview protocol.

The researcher began the interview by expressing gratitude and providing an overview of the research subject before seeing some interviewees face-to-face and interviewing others via the ZOOM application in a comfortable place of identification. I gave out copies of the consent forms and got signed copies back from everyone. Each interviewee was instructed to record the interview using a smartphone or laptop and was made aware of the member verification process to guarantee the consistency of the information gathered.

The interview lasted between 30 and 90 minutes, and the complete interview protocol is included in the study's appendix. This protocol outlines how the researcher interviewed the study's participants.

According to Bauman (2015) and Bowden and Galindo-Gonzalez (2015), it is crucial for the researcher to fully disclose the interview method to participants to ensure uniformity and get a thorough summary of their experiences. Also, the main method of data collecting is conducting interviews for qualitative case study research, and the interviews help the study access the respondents' level of individualized knowledge (Hancock and Algozzine, 2015).

Additionally, the researcher justified data saturation to investigate PM and PPM tactics used by

corporate leaders to achieve their targeted business/professional outcomes. The study's uncontrollable issues, such as the participant's knowledge and familiarity with the research questions, can be used to assess data saturation. I ensured that the sample size was standardized.

Participant's failure to respond fully to the research topic may jeopardize the study's ability to reach data saturation. Standardizing the sample size also mandates that the investigator interpret the replies consistently and that all respondents respond to the same questions in the same format. (Malterud et al., 2015).

Using interviews aids the researcher in better comprehending the narratives of individuals being questioned and, if successful, in posing insightful questions (Granot and Greene, 2014). It is important to emphasize that exploring the research participants' experiences was one benefit of conducting semi-structured interviews with open-ended questions.

Ultimately, the study collected data and ensured member controls to establish a good comprehension and validity of the data acquired. This avoided the drawbacks of document collection, such as modified documents that lose literal meaning or exposure to confidential infringement. The researcher made every effort to access and use documents from the past five years that are relevant to the investigation, which ensured the study's reliability and generalizability, according to Yin (2018). Data collection instruments also need to be explicit.

Yin (2018) contends that data collection tools must be explicit. To ensure the study's reliability and generalizability, the researcher made every effort to locate and use recent documents that are relevant to the study.

3.9. Data Analysis

Yin (2018) stated that the researcher is the instrument used to collect the data in qualitative research. Purposive sampling is used in the investigation. Personal one-on-one semi-structured interviews and open-ended questions will be used to obtain data from research participants. All data gathered from interviews, documents, and direct observation will be triangulated.

Fusch and Ness (2015) claim that triangulation is the use of numerous methodologies examined in the study, such as interviews, reports, and observation, and the degrees of the same phenomenon's perspective. They are employing triangulation in the study to help validate the results. Triangulation

will assist in cross-referencing the interview data and equaling the transcripts with the secondary sources to uncover similar patterns.

The researcher coded each participant's interview to uncover trends and link the data readily. The researcher utilized a member check to evaluate the correctness of the interviewee's interpretation of the data acquired during a brief session.

Merriam and Tisdell (2015) suggest that a two-way analysis and interpretation is an effective technique to obtain positive feedback from the interviewee, which the researcher utilizes to evaluate the validity, understanding, and comprehension of the interviewee's remarks.

The interviewee was provided a copy of the research explanations, and no revisions were required throughout the member-checking process. In addition, due to the large number of interviews and the difficulties of data organization and analysis in qualitative research, the study employed computer-assisted qualitative data analysis techniques, as Saldana (2015) suggests.

NVivo software was utilized in the study to manage and organize the data. NVivo is a qualitative program for thematic coding classification and qualitative data extraction. The study team copied the raw data from Otter.Ai, converted the files into Adobe PDF, then uploaded the files to the NVivo and processed documents. It helped with the paper's qualitative data management and coding (Clarke, 2015).

I utilized the NVivo program to gain flexibility, which is essential for recognizing codes and themes. NVivo was used to categorize, organize, and code the papers to find the study topics relevant to the research questions.

The study's themes were compared to those indicated in the works of Duren (2022) and Senge (1990). These works encompassed various aspects, including the importance of a vision, self-efficacy, meaningfulness, and intentional change theory.

The study themes were connected to the various elements of the conceptual framework to acquire a meticulous comprehension of personal mastery and peak performance strategies necessary to produce desired business and professional results enterprises in South India.

Reliability and validity of the study

According to Yin (2018), the quality of a qualitative study is determined by its capacity to survive reliability and validity tests. To ensure the study's credibility, the researcher addressed the four most important components of dependability, transferability, credibility, and conformability proposed by Shoaib and Mujtaba (2016).

Researchers can obtain reliability and validity in a qualitative analysis by adhering to trustworthiness. The study established consistency through member verification, transcript analysis, and data triangulation. The use of member checks helps to offer uniformity and credibility to the data. The study ensured that all participants received a copy of the interview explanation to check the results and make any required modifications.

Reliability

The precision with which the analysis would provide the same results if duplicated is called reliability. According to Fusch and Ness (2015), qualitative researchers must apply multiple perspectives on the significance of the analysis. The research concentrated on all the modifications impacting the analysis technique to assure data compatibility and consistency, strength, and dependability. During the interview, the research participants were given coherent and transparent interview questions, an interview transcript, and a copy of the transcript for confirmation.

According to Yin (2015), member verification over transcript analysis will ensure the trustworthiness of the gathered data. Furthermore, Fusch and Ness (2015) stated that member-checking improved the reliability of the study's results and suggested that qualitative researchers use member-checking to validate evidence when conducting interviews.

The researcher ensured that all respondents had enough time to complete member verification to confirm the accuracy of the interpretation and delivered copies of the interpretations to each respondent, and the respondents were satisfied. The regular member checks and transcript evaluations demonstrate the dependability of the research effort.

Validity

To ensure the credibility of the research results, the researcher must confirm conformity to the research standards by adhering to the criteria of integrity, transferability, and dependability. According to Yin (2015), if the study's validity is compromised during the research process, the

research's quality will suffer. As a result, validity is the primary metric of research quality since it ensures an appropriate interpretation of the data to reach valid findings.

According to Proctor (2017), because qualitative researchers rely on subjective, interpretative, and contextual data, the researcher's conclusions must adapt to ensure the reliability and validity of the study results. As a result, if the study findings are to be valuable to readers and other researchers, they must be consistent, believable, applicable, and trustworthy. Again, to resist criticism, academics must consider critical aspects such as integrity, transferability, dependability, and conformability. To obtain legitimacy, the analysis must assure the precision, richness, and reliability of the data rather than its quantity (Proctor, 2017).

Triangulation is crucial because it assures precision from several perspectives by cross-checking data interpretation with study participants. The usage of member checks contributes to credibility, and the study established credibility by ensuring that the data analysis is proper through regular contact, constant observation, and external job audits.

According to Proctor (2017), for the study to be transferable, the researcher must guarantee that the findings are generalizable and acceptable to various contexts. The paper thoroughly defined the analytical context to assist readers in accurately extending the results to new situations.

The study documented all elements of any abnormalities or unexpected events to better describe the results and aid prospective researchers who may want to reproduce them to attain dependability. The study also ensured compliance by maintaining neutrality throughout the analytical process and disregarding the preconceptions of the research participants. Malterud et al. (2015) warned that if respondents did not properly address the study questions, the likelihood of data saturation would be jeopardized. Through sample size standardization, the study achieved saturation of the survey with thirteen (13) individuals in leadership positions. Standardization allows respondents to reply consistently to the same questions in the same format, and the researcher must interpret the responses equally.

3.10. Research Design Limitation

According to Yin (2018), assumptions are truths that have not yet been validated but legitimized by the study. As a result, the researcher made several assumptions when establishing and analyzing the research design. The researcher considered that Individuals in Leadership Positions who had and are serving in South India represented South India's business sector and leaders.

Furthermore, the researcher assumed that the small sample population represents the demographic characteristics of South India's business sector.

Furthermore, it is difficult to assume that the Individuals in Leadership Positions answered interview questions honestly and accurately. The researcher also assumed that all research participants would be familiar with successful ways to attain personal mastery and a peak performance mindset.

Finally, the study's non-generalizability and the possibility of research participants being hesitant to share their information openly are significant research design limitations.

3.11. Conclusions

The chapter covered the qualitative analysis technique and the reason for utilizing qualitative case studies to analyze the difficulties of business leaders' lack of ideas to attain personal mastery and a peak performance mindset.

The chapter described the methodology, research design, and sample size and utilized a case study to examine approaches employed by individuals in leadership positions to increase workers' overall job satisfaction. The study also demonstrated the need to use NVivo software to develop emergent data analysis themes and compare them to the conceptual environment and literature to answer the research question. The study emphasized the relevance of reliability and validity through member verification and triangulation. Individuals in leadership positions may use the study's findings to attain personal mastery and a peak performance mindset to achieve desired results and benefit communities.

The case study findings may lead to a better understanding of successful personal mastery and peak performance mindset strategies that produce desired business and professional results and boost return on investment for individuals in leadership positions.

The next chapter discusses the study findings on the importance of personal mastery and the impact of a peak performance mindset on business success.

CHAPTER IV:

RESULTS

4.1. Introduction

Chapter 3 discusses the research's preferred methodology, design, and data collection and emphasizes the importance of using triangulation methodology to validate the research findings. This chapter summarises the findings of the study's research participants. Interviews and direct observations were used to collect data from participants.

The findings were consistent with the study's literature addressing the research questions. The overarching research question for the qualitative case study was, what mindset and strategies do individuals in leadership positions use to attain personal mastery and develop a peak performance mindset? The researcher conducted a semi-structured face-to-face interview with twenty individuals in leadership positions in south India, especially Bengaluru, India, to arrive at a comfortable response to the question. Among the research participants, each leader had more than ten years of experience leading and managing teams; some also headed prominent businesses.

As mentioned in the methodology chapter, the study used ILP to represent individuals in leadership positions and alphanumerical (1,2,3, etc.) to indicate the type of position and age categories from the sample population. The ILP used in the results section breaks down the age categories, educational background, and time taken for each participant during the study's one-on-one semi-structured interview.

The researcher used a qualitative multiple case study to strengthen the findings and increase their accuracy. In Bengaluru, India, the researchers interviewed 20 different types of leaders. According to Yin (2003), multiple case study methodology is vigorous and provides greater accuracy in generalizing research results. The interviews with the ILP took place between March and April 2023, ranging from 45 to 90 minutes (on average, 60 minutes). Table 1 shows sample information.

Table 1 Sample details of businesses/sectors

ILP	Age	Business Type	Educational Background	Job Category	Work Experience	Interview Time
ILP 1	41	Manufacturing	Diploma In Designing	Founder, Director Of Company	20+ Years	40 Mins
ILP 2	49	News and Media	Masters in Journalism and Mass Communication	Chief Of Bureau	20+ Years	44 Mins
ILP 3	50	Manufacturing	Post Graduation in Marketing	Regional Manager for Southeast Asia	20+ Years	1 Hour 2 Mins
ILP 4	66	Education	Post Graduation in English and Economics	Founder and Managing Trustee	20+ Years	1 Hour 31 Mins
ILP 5	64	Education	Ph.D. in Education	Chancellor of the University	20+ Years	1 Hour 5 Mins
ILP 6	43	Education	Masters in Human Resource Management	Global Head for Learning and Development	15-16 Years	1 Hour 2 Mins
ILP 7	55	IT	MBA in Product Development	Director of AI Management and Projects	20+ Years	1 Hour 10 Mins
ILP 8	43	Manufacturing	Bachelor in Business Management	Managing Director	15+ Years	48 Mins
ILP 9	55	Manufacturing	Studied BSC Physics	Executive Director of the Board	20+ Years	1 Hour 21 Mins
ILP 10	41	Manufacturing	Master at the University of Pennsylvania	Co-Founder	15+ Years	57 Mins
ILP 11	36	IT	MBA	Executive Director	10+ Years	1 Hour 4 Mins

ILP	Age	Business Type	Educational Background	Job Category	Work Experience	Interview Time
ILP 12	39	Consulting	MBA in HR	Senior Manager	15-16 Years	1 Hour 22 Mins
ILP 13	40	Education	Post Graduation in Mathematics	Principal	15 Years	1 Hour 18 Mins
ILP 14	39	IT	MBA in International Business	Senior Director	15-17 Years	1 Hour 4 Mins
ILP 15	52	Manufacturing	Post Graduation in Garments Manufacture and Technology	Global Position for Quality	20 Years	1 Hour 9 Mins
ILP 16	54	Consulting	Electronics and Communications Engineering	Founder, Co-Founder, and CEO	30+ Years	1 Hour 28 Mins
ILP 17	45	News and Media	Masters in Life Sciences	Manager	15-16 Years	58 Mins
ILP 18	51	Consulting	Bachelors in Computer Science, MBA	Founder, Director of the Organization	30 Years	52 Mins
ILP 19	45	IT	Engineering Graduate	Principal Consultant	20+ Years	1 Hour 7 Mins
ILP 20	35	IT	Engineering at NIT Trichy	Vice President	10+ Years	1 Hour

Thematic analysis was used to consolidate the qualitative data for the study. The themes that emerged from the study participants' discussions of the research questions were analyzed. The interviews were transcribed manually and using Otter.Ai software into Mac's Pages Files to ensure the accuracy and authenticity of their responses to the audio recordings. Furthermore, the findings of this chapter discussed the respondents' demographic profile analysis from business leaders to managers in south India, especially Bengaluru, who was interviewed in a graphical format. Following that is an inductive analysis of the qualitative data that has cascaded through this section.

Theme 1: Have a compelling vision.

Theme 2: Create a purpose and meaning.

Theme 3: Have a Mastery Mindset- Master your craft to create effective and efficient systems and processes for your business.

Theme 4: Having psychological resiliency in effectively handling the VUCA world.

Theme 5: Be a learner- Leverage the power of coaching and mentoring.

4.2. The Data on Demographics

The qualitative case studies on individuals in leadership positions' perspectives on personal mastery and peak performance mindset started with the inquiry of leaders given a narrative background about themselves, their ages, educational backgrounds, and their work position.

4.2.1. Age distribution of participants

The age range of the research participants ranged from 35 to 70 years, and the age distribution is depicted in Figure 6 below. Most individuals in leadership positions who participated were aged 41 to 50, accounting for 40% of the sample. The 61 to 70 age group has the lowest percentage (10%). However, middle-aged people in business outnumber those aged 35 to 40, 51 to 60, and 61 to 70.

FIGURE 6- AGE OF THE STUDY PARTICIPANTS
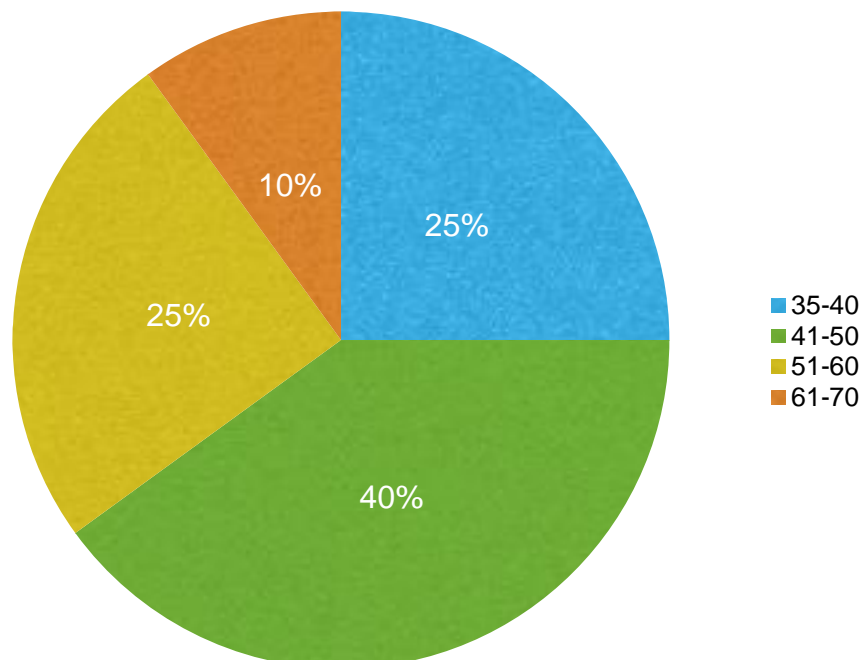
4.2.2. Educational background of participants

The distribution of educational background among the study's participants is shown in Figure 7.

Overall, 90% of people have a degree, whereas 30% have a bachelor's degree. Table 1 reveals that most persons with a degree are owners and senior management. 55% of respondents have postgraduate degrees and 10% have doctorates, and 5% have a postgraduate diploma.

FIGURE 7- EDUCATIONAL BACKGROUND
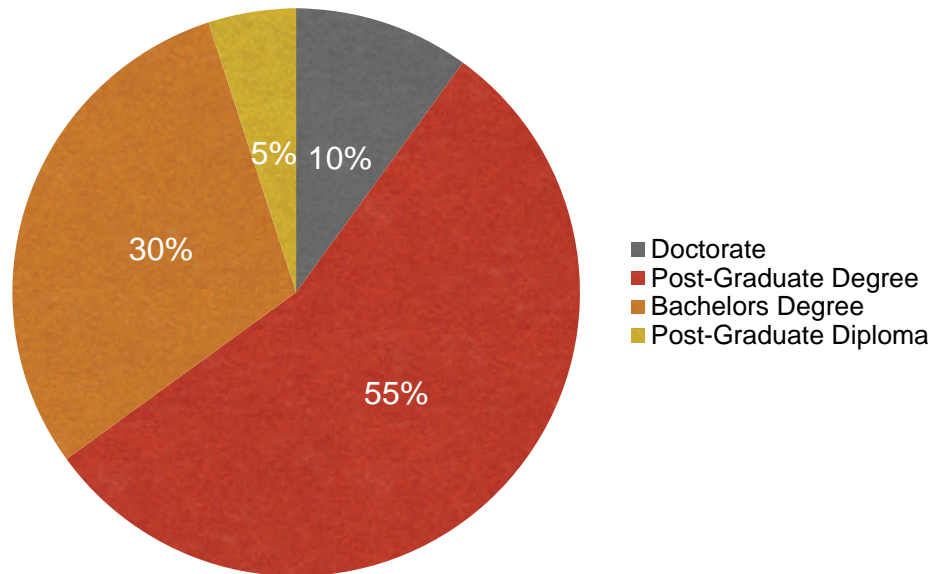
FIGURE 8- JOB CATEGORY
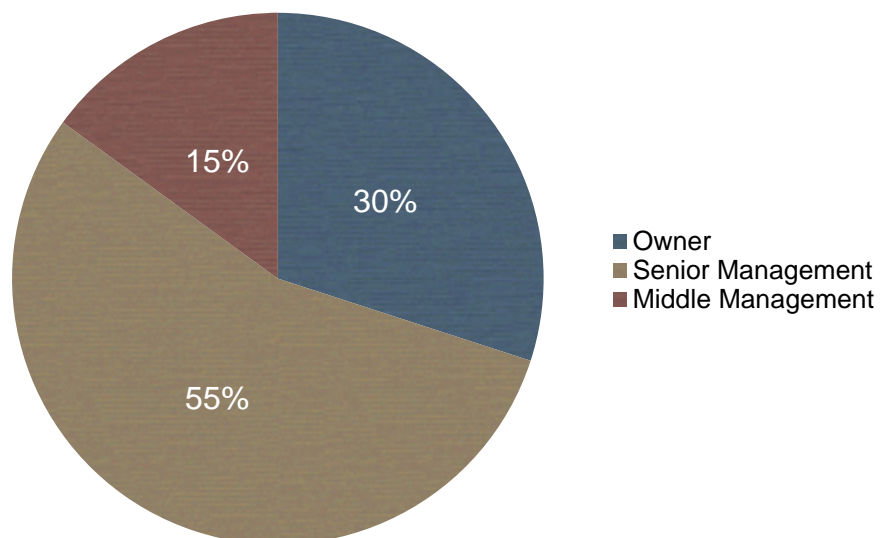
4.2.3. Job category

A pie chart representing the distribution of respondents by employment category is shown in Figure 8.

People in leadership positions were chosen for this study. Most (55%) of the research participants are in senior management. It is followed by 30% business owners and 15% middle management.

4.2.4. Types of business

The majority of the study's participants (30%) include owners of manufacturing plants. Directors and senior management executives in Information Technology (25%), Consulting Services (20%). The news and media industry has the lowest percentage (10%).

FIGURE 9- TYPES OF BUSINESS
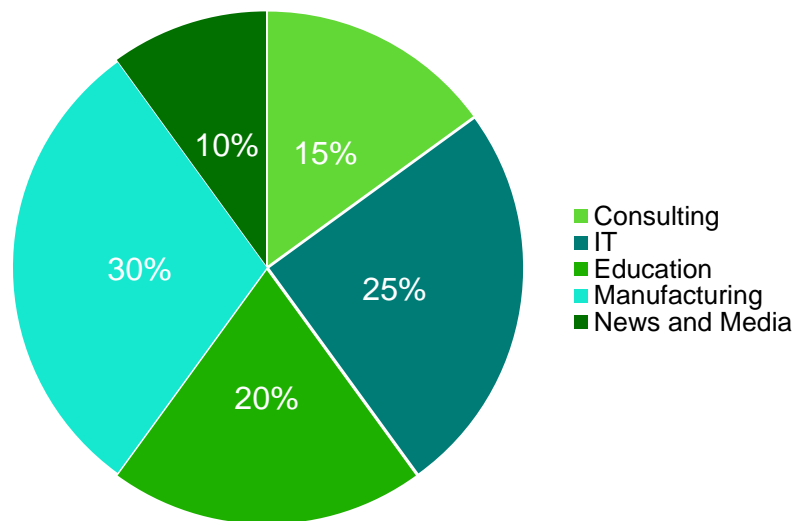
4.3. Research Question One

4.3.1.

What mindset and strategies do individuals in leadership positions use to attain personal mastery and develop a peak performance mindset?

The first theme revealed by the data was that having a compelling vision encourages a leader to attain personal mastery. Individuals in leadership positions reported feeling more inclined to align their thoughts and behaviors to the vision they imagined for their business/professional life.

4.4. Triangulation of the Results

The study generally benefits from triangulation. Different datasets are available to show different facets of the studied phenomenon through semi-structured interviews, observations, and documents from the literature review. It helps to validate the hypothesis when one set of findings shows the other research groups and describes the analysis results (Johnson et al., 2017).

The study examined methods for attaining personal mastery and peak performance mindset for individuals in leadership positions. Leaders from south India were chosen to be the research participants. The perspectives and methods individuals in leadership positions use to attain personal mastery and a peak performance mindset were highlighted. For this study, a multiple case study of individuals in leadership positions from different backgrounds and sectors was selected. It allows for the analysis of different data coming from several ILPs and for assumptions to be made about the model (Heale and Forbes, 2013).

Numerous data sets were included, including document analysis, observations of individuals in leadership positions (ILP), semi-structured exploratory interviews with 20 ILPs conducted via Zoom and audio files, observations of ILPs, and various viewpoints on experiences and perceptions of personal mastery and peak performance mindset strategies. According to Denzin (1970), the multiple-approach triangulation strategy encourages using various data collection techniques.

Triangulation's first phase was dedicated to comprehending the study's setting. To shed light on decisions connected to personal mastery and peak performance mindset, it collected demographic data, interviews with several individuals in leadership positions, and observations of their performance output tactics.

In order to address the issue of individuals in leadership positions lacking the necessary PM and PPM strategies to produce desired professional/business results, the second phase of the study involves document reviews related to the study's literature, drawing on Senge (1990), Csikszentmihalyi (1990) and Duren Jr (2022) work.

Techniques appropriate for a qualitative exploratory study were used to assess the interview data. The data was coded and thematically examined. Individuals in leadership positions' observations revealed the complexity of a leader's decision-making process. The study participants received the themes that surfaced from the document analysis and interview guide for their feedback, and the literature review then confirmed the topics.

Eventually, the parallels between the literature review and the interviews added to the findings. A comprehensive document search was conducted, which may have included but was not limited to research papers, media stories, and papers, letters to the editor, and works on personal mastery and peak performance mindset. This information, which reflects the triangulation of the analysis, is utilized to validate and affirm the developments of a leader's PM and PPM.

To be taken seriously, Proctor (2017) stated that rather than emphasizing data magnitude, the study must ensure the correctness, richness, and reliability of the data. From several angles, the study cross-checked data interpretations with the research participants, and utilizing member verification helped to guarantee the validity of the data's interpretation.

Triangulation, which involves categorizing and identifying specific themes in the study of PM and PPM for individuals in leadership positions, demonstrates credibility due to ongoing involvement, observation, and external audits of the works through document reviews. These actions encouraged analysis of problems influencing a person in a leadership position's decision-making regarding PM and PPM and permitted member validation.

4.3. Research Question One
4.3.1.

What mindset and strategies do individuals in leadership positions use to attain personal mastery and develop a peak performance mindset?

Theme 1

Have a compelling vision.

The analysis highlighted the first theme. Having a compelling vision inspires a leader to achieve personal mastery. Individuals in leadership positions reported feeling more inclined to match their thoughts and behaviors with their vision for their company.

All individuals in leadership positions use practices to maintain and strengthen their vision for the business. A compelling vision can create a better working atmosphere and creative ways to align thoughts and a peak state to the behaviors that lead to desired business/professional results. All research participants indicated the importance of having the vision to positively affect a business's day-to-day operations.

Whether it is a large, medium, or small enterprise, all research participants inferred that individuals in leadership positions must make room for effective team players because they bring various

perspectives, skills, and experiences. The research participants swiftly voiced the criticalness of having a vision for the company as it provides direction, boosts motivation, guides resource allotment, measures progress, aids in making effective decisions, encourage self-discipline, and can also attract stakeholders.

ILP 14 stated, "Every decision-making has to be seen with the lens of the vision." The importance of having a vision convinced ILP 13 that it brings self-discipline. He stated, "One of the most important bedrocks of my own life has been self-discipline."

The interviewed participants mentioned the significance of having a compelling vision as it can serve as a benchmark for leaders and employees to measure the company's progress over time. Many ILPs, ILP8, ILP9, ILP8, ILP6, and ILP5, indicated that discussing the vision regularly, imagining it in images, having predetermined metrics aligned with the company's growth, building a diverse and effective culture and a strong sense of commitment and alliance toward customers can further strengthen the company's vision.

The view above was emphasized more by ILP6, who said, "I think I'm a very visual person. So why do I have conversations with myself pretty often? But it is a visual thing for me. So, in my office, my home office, and my office, I have a vision board stuck with the vision on it in the form of images and drawings, and different aspects of it are represented through pictures. So, every time I look at it, I always think, where are we now? And how far do we have to go? How do we reach there? And every conversation is, for me, an opportunity to see how to build those new, exciting projects or exciting clients into the vision and how we channel the energy that is coming to us to be able to focus and follow the vision. And I have; I always try to convey the vision through the image, even to others, this is a lot easier to do it that way than just to speak; it can be so easy for me to show you the vision rather than just explaining it to you."

She said that she schedules weekly planning and evaluation, which helps her stay aligned and move closer to the vision. Moreover, ILP 10 states that a business vision helps value time and aids in personal and professional growth. A derailment from her vision compels her to read books and update her thinking and attitude regularly.

ILP15 said, "I think that (vision) is always in my mind when I get up or when I sleep." ILP15's statement indicates that a leader must make the thoughts of one's vision dominant inside the head to stay true to the vision and stay aligned.

Lien et al. (2021) suggest that there seems to be a consensus that a vision for an organization is a valuable thing for organizations to have. They assert that organizational vision integration among employees is directly and positively related to creative performance in their respective work roles (Lien et al. 2021). Kantabutra et al. (2010) assert that for almost three decades, scholars have argued that vision is important to leadership, strategy implementation, and change. Kenneth Leithwood and colleagues (Leithwood et al., 1996) even point out that vision building is intended to create a fundamental, ambitious sense of purpose, one to be pursued over many years.

In their article organizational vision, the other side of the coin, Bogler et al. (2001) bring to attention the work of Conger et al. (1989). The article talks about the notion of a discrepancy between the goal (the vision) that the leader aspires for the organization to achieve and the status quo (the circumstances), "The more idealized or utopian the future goal advocated by the leader, the more discrepant it becomes in relation to the status quo". From their point of view, the qualities of a vision are determined by the magnitude of the discrepancy between the future goal and the present circumstances: the greater the discrepancy, the greater the probability that the vision is exceptional and not ordinary (Conger, Kanungo, and Associates, 1989).

To attest to the authors' claim, ILP20 supports the claim by saying, "You are imagining a future that is, you know, at least 100 times better than what today is; that is really a vision." Attesting to what Lien et al. said, ILP15 asserts, "I follow up through the set course. So, I'll follow up on the activities that we have to carry out and the resultant outcomes. Second is that I do follow up with the teams and ensure that they are continuously motivated. And they are also on the course for individual functions. And then keep them motivated and help them or support them in case of any bottlenecks or challenges they're facing to avoid and achieve."

The research participants mentioned that having a compelling vision helps them to have a backup plan when things get derailed; it helps them to get out of the victim mindset and enables them to ask assertive questions that direct them to answers leading them back on track to achieve the organizational vision.

However, some of the research participants mentioned that even though it is excellent to have a vision, sometimes it can take a toll on personal life, health, and social or community life. However, their commitment to the vision paradoxically encourages them to engage in activities that balance personal and professional life.

Hence, ILP15 maintained that his vision also enables him to think logically, adopt a polite disposition, look at situations from different perspectives to be averse to a personal conflict, and also help the community and people at large he affirmed the summarization of one of the interview questions, "Number one, you in advance, anticipate that thing can go things can go wrong, there are variables that we do not have control over. So that way, you are mentally prepared; if something goes wrong, it does not push you off track or shake you up because you anticipated it. Moreover, number two, you have a backup plan for it. You have contingency planning. Right. Furthermore, you do this because you believe you are helping the community at large people."

Leaders must pay attention to the power of a compelling vision. The leader's vision guides her choices, decisions, and behaviors. As choices, decisions, and behaviors determine the results we see in life, these determining factors are directly influenced by a vision or lack thereof. This can then become a causal effect between an enterprise's failure and a business's long-term success. Baum and colleagues (Baum et al., 1998) when researching American startup businesses. They discovered that the definition of vision adopted by each leader had a statistically significant and favorable impact on venture growth.

ILPs running or heading manufacturing firms ILP1, ILP8, ILP10, and ILP9 accentuate the significance of a compelling vision. They mentioned that when a vision is in place, it encourages them to attain PM and achieve PPM. They feel responsible and accountable towards themselves, their employees, and other stakeholders, including their families; it encourages them to stay disciplined, enforce systems and processes that enhance employees' efficiency and effectiveness and create a supportive and stress-free environment.

ILP 4 and ILP 5, who owned and headed education institutions, indicated that leaders must have visions to develop self and situational awareness, ask powerful questions that lead to workable solutions, helps tap into a strong sense of commitment, create processes and systems that enable them to stay aligned with their vision. The nature of the education field requires responsibility and accountability that is built on processes and systems.

ILP5 revealed, "I believe that they (students) are young, and they are also having a dream of doing well. And that I would have achieved for them by giving them an ecosystem where they can grow."

They emphasized that a vision must be there because an educational institution is about the

commitment to academic excellence, focusing on the student's holistic development, inculcating ethical and moral values, and fostering personal growth and social responsibility. With systems and processes that stem from a compelling vision, bringing different interconnected departments to do their jobs effectively will be easier. Hence, leaders should stay aligned with the vision that motivated them to start their ventures.

Finally, all the research participants confirmed that a vision is a crucial and highly relevant aspect of their enterprise. All business leaders must clarify their vision, build systems and processes that harmonize the functioning of the business activities, develop a strong sense of commitment towards achieving the short, mid, and long-term goals, and keep track of day-to-day activities that add to the realization of the larger vision of the enterprise, develop self-awareness to ensure that one is aligned to the vision, increase situational awareness to become aware of any changing trends and make adjustments accordingly without comprising on the core values and the vision, be flexible enough to update or upgrade the vision if it is required but have a vision that acts as a north star in a leaders life.

Understanding the distinctive need for meaning.

Aggarwal (2008) asserts that meanings are at the core of our experience and also at the core of whatever we do. It is only through meanings that we make sense of our existence. In life, we find meaning through a sense of purpose, which makes life worthwhile. All research participants attested to what Aggarwal (2008) asserted, they have a personal meaning attached to whatever they do, leading to realizing their vision. Having a personal meaning drives significant measures. Leaders get intrinsically motivated to accomplish their vision, and their inner drive can make them charismatic. This charisma can attract talented others to join them in their mission. It also helps them optimize time and energy usage and encourages them to remain focused and make decisions that align their thoughts and actions with their vision.

ILPs that find a meaning that resonates with their core values tend to be more resilient, stay committed and flexible in challenging times, and marshal their resources to march forward in difficult times. A personal sense of meaning promotes out-of-the-box thinking to break the norms and disrupt established industries by innovating better services or products. ILP8 claimed that a strong sense of challenge that was meaningful to him helped him question a certain status quo in the field of construction and build his manufacturing plants, which should have taken nine months, he did in four months. He used the extra time that his meaningfulness helped him achieve to start producing his product early and get additional business.

Having a meaning towards one's vision inspires ILPs to consider the impact of their businesses on humankind and the environment, leading to more responsible and sustainable business practices.

Theme 2

Create a Purpose and Meaning.

The data gathered confirms the role of having a personal meaning attached to the business's vision as vital as this leads to motivation, resilience when motivation is lost, creativity, direction, dynamism, and personal fulfillment that lead to a sense of inner peace and contentment.

"Most men are leading lives of quiet desperation." (Thoreau, H.D, 1854).

This profound and disappointing statement may hold for many people but certainly not for leaders. Leaders tend to do exactly the opposite of what Henry Davis Thoreau said. Most leaders are leading their lives with a sense of purpose and meaning and are stirring their energies toward the vision they hold for themselves.

They live with a happy disposition because they do what they believe in and live the values that are significant to them, giving them a sense of profound meaning. ILP19. We have enough scientific evidence that validates the importance of a happy disposition and how it is directly related to enhanced productivity because this study is not only about happiness. We will be focusing back to the second theme of this study.

Meaning serves several important functions in human lives (Frankl, 1992)

1. Meaning provides a purpose for our lives.
2. It furnishes values or standards by which to judge our actions.
3. It gives us a sense of control over the events in our life.
4. It provides us with self-worth.

When people are unable to find meaning for any of these functions or when they lose or outgrow the meanings that they once had, they become distressed. Many emotional problems result from a failure to find meaning in life and can be resolved only through finding something to make life worth living (Frankl, 1992).

Purpose and meaning help us to live with intent (Duren Jr, 2022). People living without intent fail to recognize the struggle and mediocrity they get trapped in, and on the other hand, leaders believe that they are here not just to survive but to thrive. Living with intent encourages leaders to align themselves with their core values, and they are driven by their vision to accomplish goals that look insurmountable to the average eye. Having the intent to do things that have a personal meaning and do them every day can enable a leader to stay congruent towards her vision and lead a content life. Personal meaning also creates a sense of personal agency; that is, it makes the leader feel capable and know that she is controlling the helm of her ship; she operates from the awareness that one may not be able to control the winds or currents while sailing the ship, but can certainly steer the ship to her destination. A sense of meaning drives leaders to learn the tactical side of pursuing and executing a vision at extraordinary levels.

All the participants identified personal values and had an action plan and a clear vision. Some had powerful self-talk to stay aligned, and others journaled or had vision boards to remind them about their vision and the 'why' behind it. ILP6 stated, "I think I'm a very visual person. So why I do have conversations with myself pretty often? But it is a visual thing for me. So, in my office, my home office, and my office, I have a vision board that is stuck with the vision on it in the form of images, drawings, and different aspects of it represented through pictures. So, every time I look at it, I am always thinking, where are we now? And how far do we have to go? How do we reach there? And every conversation is an opportunity to see how to build those new, exciting projects or exciting clients into the vision, how do we channel the energy coming to us to be able to focus and follow the vision." ILPs were aware of themselves and their surroundings or situations. This awareness helped them know when they were off the path and enabled them to pull themselves back and stay true to their commitment.

All ILPs believed that a sense of meaning realigned them to the actions required to accomplish their goals and realize their vision. It helped them stay resilient and refocus their energies whenever they got distracted.

ILP8 asserted that values like quality, respect, trustworthiness, understanding, commitment, consistency, and flexibility gave him a sense of meaning in his actions. Furthermore, ILP1, ILP3, ILP11, ILP14, ILP4, ILP18, and ILP17 declared that they derive a deep sense of meaning from their value of commitment to their vision. It enables them to attain PM (Staying aligned with their vision) and develop PPM that makes them aware of any misalignment and encourages them to reorient themselves toward their commitment. Research participants felt that when they find personal

meaning in their commitment to their work, they grow personally and develop better products or services. This attitude facilitates leaders to work holistically to create enterprises that add positively to the economy, create employment, and succeed at more significant levels.

Furthermore, ILP18 confirmed that once she commits herself to a set of actions leading to the realization of her vision, she does not let her emotions sway her away from her commitment. This confirmation of ILP18 indicates that ILPs develop a strong sense of agency once they see meaning in the value of commitment.

Moreover, ILP17 indicated that. "I think the personal meaning is of being a very fair playing leader, you know, somebody who works in a very collaborative way," She feels that this personal meaning of hers enables her to increase engagement, fun, and motivation. Finding a deep sense of meaning indicates that it can help a leader build strong and efficient teams leading to the success of an organization.

Many research participants derived a firm sense of meaning from spirituality or a belief in a higher power. Spirituality shifts the focus of the mind inward to look for "direction, meaning, inner wholeness, and connectedness." (Gibbons, P. 2000).

ILP4, ILP5, ILP11, ILP12, ILP13, ILP14, and ILP18. ILP5 attested to what Gibbons asserted above and expressed, "In spirituality...You have to strengthen yourself to come and take on the journey outside."

Woolley echoed, "...Spirituality involves an individual contemplation of one's place in the world, interconnectedness, meaning, and purpose."

"Spirituality isn't about a one-time journal entry or mindfulness exercise but requires sustained contemplative reflection and practice over time. Continuously striving to honor our intrinsic humanity and connect with something beyond ourselves helps to build our spiritual muscle memory and character in times of calm. Contemplative practices can increase a person's compassion, focus, and resilience." Woolley also makes a strong case, asserting, "Some believe that spirituality and business cannot coexist because they have different goals. This is a false dichotomy, for every company is made up of a community of individuals who are on their own personal spiritual journey. A business is only as strong as its employees—and people are the core of any business." (Woolley,

2020).

ILP13, like many others, have a profound sense of meaning attached to spirituality, and they claim that it has helped them stir their way out of the troubled waters of the business world. ILP13 attests to what Woolley said, "I have developed within myself a spirituality which is nothing but a way of life. And this way of life is to quieten oneself every day and to get in touch with my own thoughts, feelings, and actions. So, all of these go hand in hand; I become aware of my thoughts, and I also become aware of the feelings I am going through emotions, which are neutral in themselves, and then it is put into action. Therefore, this is the process, I will say, of quietening oneself off, slowing down, and getting in touch with my own inner being, the core being, which is me to remain calm and composed as a leader."

ILP8, ILP1, ILP10, ILP5, ILP3, ILP7, and ILP 20 believed in being customer-centric and derived a sense of meaning by delivering to the expectations of their customers. It made them feel a sense of meaningfulness to see their customers happy. One of the decisive questions ILP8 asks is, are our customers happy? ILPs realize that valuing happiness, finding meaning in happiness, and building services and products that make customers happy are paramount to a well-rounded life and business success.

George (2011) observes, "Leading is high-stress work. There is no way to avoid the constant challenges of being responsible for people, organizations, outcomes, and uncertainties in the environment. Leaders who move up have greater freedom to control their destinies but also experience increased pressure and seduction" These pressures and seductions can push a leader into the labyrinth of unethical practices such as breaking or violating the law, severely damaging the firms' reputation and in a few cases jeopardizing the entire organization and pushing it at the brink of non-existence.

George suggests leaders can avoid these pitfalls by devoting themselves to personal development that cultivates their inner compass, or True North. This requires reframing their leadership from *heroes* to being *servants of the people they lead*. This process requires thought and introspection because many people get into leadership roles in response to their ego needs. It enables them to transition from seeking external gratification to finding internal satisfaction by making meaningful contributions through their leadership (George, 2011).

Answering the question about the purpose of his life and organization, ILP13 echoed what George

asserted in his HBR article, "Serving others, the serving of humanity and making our world a better place."

Theme 3

Have a Mastery Mindset- Master your craft to create effective and efficient systems and processes for your business.

ILP12 "I make myself well-versed with what I'm trying to do."

ILP 10, whenever there is a challenge, she plans; that is, she devises systems and processes that overcome the challenge, and one of the reasons she does this is because of her fear of being redundant. Leaders with a mastery mindset and master their craft also do because they fear becoming redundant; fear plays a positive role here.

For ILP20, a peak performance mindset is about getting to unconscious competence, a level where you are not conscious of your competence and do it automatically—and fearlessness.

ILP20's take on unconscious competence points directly to the importance of attaining mastery of one's craft. ILP12, ILP13, ILP1, ILP5, and ILP9 all agree that nothing is impossible to achieve; this belief indicates that a leader aiming at a mastery mindset enables mastering their craft to experience a flow state can do so even if the endeavor of acquiring mastery seems impossible.

ILP12 reasons that mastering one's craft leads to creating systems and processes like planning, knowing what to do, and having the tactical ability to do it. When this happens, the fleeting nature of one's motivation does not affect an individual's or the organization's overall Performance.

The processes and systems that produce the desired result for the organization must become like an automated habit, posits ILP8. ILP agreed that the systems and processes running his business are conditioned inside him so much that everything is automated. At this level, a leader is not conscious of his tactical action, which happens unconsciously as it has become automatic. This ability to automate your craft is what ILP20 talked about when using the term unconscious competence.

All individuals ascertained that a mastery mindset and mastering one's craft or creating processes or systems that produce desired business results is paramount to attaining PM and developing PPM.

Having effective and efficient systems and processes unique to that particular business and mastering the skill or craft related to the industry ensures the consistent production of high-quality

services or products. An enterprise can conserve time, cut down on waste, and simplify operations with the help of efficient systems and processes, which will enhance production and profitability. To get a competitive edge in the marketplace, a leader can create systems and processes that are distinctive and hard to replicate. ILP3, ILP1, ILP3, ILP7, ILP8, ILP9, ILP13, ILP16 and ILP19 stressed on the importance of innovation. Mastering the craft enables a leader to be innovative, developing new services or products and expanding into new territories resulting in more revenues, eventually leading to the fruition of the organization's vision.

Clear, J. (2022) posits that mastery over one's craft requires "adopting a mindset that requires you to pour your heart and soul into your work." Meier (Meier, 2023) declares that one of the ways you can transform your ordinary day into an extraordinary one is to master your craft. By thinking of yourself as a craftsman, you can think of your work as your art. By immersing yourself in your work, you become fully engaged. When you are fully engaged, you find your flow. As you improve your art, you grow your ability. As you grow yourself, you grow your job" These statements resonate with what Csikszentmihalyi (1990) asserted when he spoke about a flow (peak) state," a state in which people are so involved in an activity that nothing else seems to matter; the experience is so enjoyable that people will continue to do it even at great cost." (Csikszentmihalyi, 1990).

Performing at high/peak levels requires a peak performance mindset. To develop a peak performance mindset, one must realize the importance of a mastery mindset that leads to mastering the craft related to the vision. According to an article that appeared in the unmistakable creative, "Performance is the point at which your level of mastery is tested and measured. The same article also asserts that Performance improves when we are willing to be our own critic, put our ego aside, and admit that some aspects of our work could be better. There is no level of Performance at which a Master sees his work and says, "My work is done here." ILP 1, ILP2, ILP4, ILP12, and 19 attest to what the article above asserts; they unanimously agree that the ego must be put aside to realize one's vision.

The typical pattern that emerged while coding the data is that all the participants at some level agreed to the following statements by Greene, "You must understand the following: In order to master a field, you must love the subject and feel a profound connection to it. Your interest must transcend the field itself and border on the religious." (Greene, 2013).

"No matter what your chosen profession is, mastering your craft is important. In order to be the best at what you do; you need to dedicate time and effort to learning and improving your skills." (Becca, 2022).

All the participants either loved what they did or went the extra mile by being passionate about their craft or vision. They agreed that investing time into what they love or believe in is essential to mastering their craft and creating efficient and effective systems that produce desired results. ILP11 said, "Work is something that I really love to do."

Individuals in leadership positions must dedicate time and effort to practice the skills or craft related to their business's vision. ILPs indicated that leaders must collaborate with others to create systems and processes that increase the productivity and profits of the enterprise. They also encourage leaders to embrace values like love towards one's work, responsibility, accountability, resilience, teamwork, passion, and continuous learning.

4.3.2. Hypothesizes

The study hypothesizes that mastering one's craft and creating effective and efficient systems and processes for your business is positively related to attaining personal mastery and developing a peak performance mindset.

Theme 4

Having psychological resiliency in effectively handling the VUCA World.

VUCA is a word that has been widely used since the dawn of the early 2000s was coined after the end of the cold war by the US Army War College in the late 1980s to describe a Volatile, Uncertain, Complex, and Ambiguous world. The recent pandemic made this acronym even more popular because it aptly described the situation the world was experiencing. According to Ramachandran (Ramachandran, 2021), "VUCA is a new normal that is real and going to stay." However, the most pressing question in this study's context is how individuals in leadership positions effectively handle and thrive in this VUCA world. The answer lies in the inner kingdom of these individuals called the mind, and within it lies a character attribute and a trait that acts as a force that compels a leader to bounce back from setbacks and failures caused by VUCA.

All the participants indicated that resilience is the most critical attribute differentiating between leaders who fail and those who succeed, regardless of the setbacks that VUCA causes. ILP20 stated, " Whenever there's a disaster, we think of it as an opportunity." This skill of reframing a setback into an opportunity can help a leader refocus on the available resources and reorient toward a larger vision instead of succumbing to a crisis.

ILP17 posits that resilience is not built on a lot of successes but a lot of failures. ILP17 believes it is an attribute built over time when you get into the habit of bouncing back every time you fail. ILP18 resonates with ILP17 when she asserts that setbacks and difficult situations are a part of life when one plays leadership roles. ILP18 adds that I have developed an ability to look at things positively in the most challenging situations. And when there is a problem, the belief that helps her bounce back is; if there's a problem, there has to be a solution. A leader must adopt alternate solution thinking and become more solution-oriented than problem-oriented. She also builds on theme five and implies that being resilient in a VUCA world requires one to be a learner, consult a mentor, and seek counsel from a reliable network to find alternatives that help one bounce back from setbacks. ILP6 suggests that feeling bad for a short time is okay. Still, have to empower thoughts that tell you that you can come back if you seek feedback from the people who denied you an opportunity by asking them powerful questions. Questions like, "What made them make the decision that they took?" "Is something lacking in me?" Or "Is there something that I need to do more?" "How do I get to where I need to get to?" She confidently adds, "I take the feedback from that and start asking how I should work on it and how I must get there. That is my formula for dealing with heartbreaks and disappointments.

Most participants had an uncanny habit of looking at VUCA; instead of getting angry or getting into a negative state for prolonged periods, they believe that a VUCA world can create setbacks or failures, and this attitude prepares their minds to reframe the setbacks into learning experiences or opportunities and use the setbacks and failures to grow and improve.

Theme 5
Be a learner- leverage the power of coaching and mentoring.
While several scholarly works have established the relevance of coaching and mentoring, especially in the fields of developing self-efficacy and agency, peak state, handling distractions, and increasing focus, happiness models, mastery mindset, recognizing and overcoming debilitating biases and mental models, developing self, situational and social awareness, Al Hilal et al. (2020) claim, "researchers in the coaching and mentoring Field claim that it is one of an old idea and started rulers and leaders appointed so-called Coach or mentor to provide advice and to guide, as well as the training of their children to reach the luxury image of the sons of the upper classes and wealthy people." (Al Hilal et al., 2020). ILP18 stated that mentors are part and parcel of her everyday life. ILP1, ILP3, ILP6, ILP11, ILP13, ILP14, ILP16, and ILP18 suggested that whenever a leader wants to attain PM and develop PPM, they must become a leaner and be ready to get coached or mentored in the fields that are required to achieve the desired goal.

Individuals in leadership positions believe that when leaders are open to learning and upskilling themselves through coaching or mentoring or seeking counsel, they can attain PM and develop PPM to boost their business growth and realize their vision. ILP7, in a few words, summarised the essence of theme four; he said, "Learning never stops."

He added, Many people I have seen failing, not succeeding because they have yet to acquire the skills. Skills are an important need for success, and that is a belief system. Otherwise, you become irrelevant in the changing technology and world; skills are very important if you want to be relevant and meaningfully contribute to the organization's growth. Moreover, I carry that belief system, and I keep learning constantly.

Furthermore, ILP7, ILP8, ILP10, ILP12, ILP16, ILP17, and ILP19 suggested that it is always a good idea to take a break to relax the mind and open it up for new ideas; one can learn new things or get the existing and valuable knowledge reinforced through family and friends, some of them suggested seeking professional mentoring or coaching. Others resorted to the age-old method of updating themselves through books and upskilling through professional courses.

They indicated that individuals who get into leadership positions and close themselves to learning and development are doomed to commit pricey blunders that cost them their business and vision.

Finally, the study discovered that a learning mentality and an open mindset are directly proportional to tapping the business opportunities that unearth exponential growth and realizing the organization's vision.

Triangulation of results

Triangulation is a method used to increase the credibility and validity of research findings (Cohen et al. 2007). Four types of triangulations are proposed by Denzin (1970):

(1) data triangulation includes matters such as periods, space, and people,

(2) investigator triangulation includes using several researchers in a study,

(3) Theory triangulation, which encourages several theoretical schemes to enable the interpretation of a phenomenon and

(4) methodological triangulation, which promotes using several data collection methods such as interviews and observations.

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                    │  Observations, Interviews, Multiple Cases │
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                                  Triangulation

   ┌──────────────────────────┐          ┌──────────────────────────┐
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┌─────────────────────────────────┐   ┌──────────────────────────────┐
│ Individuals in Leadership        │   │  Interview Guide/Protocols   │
│ Positions, Literature            │   └──────────────────────────────┘
│ Reviews, and Document Reviews    │
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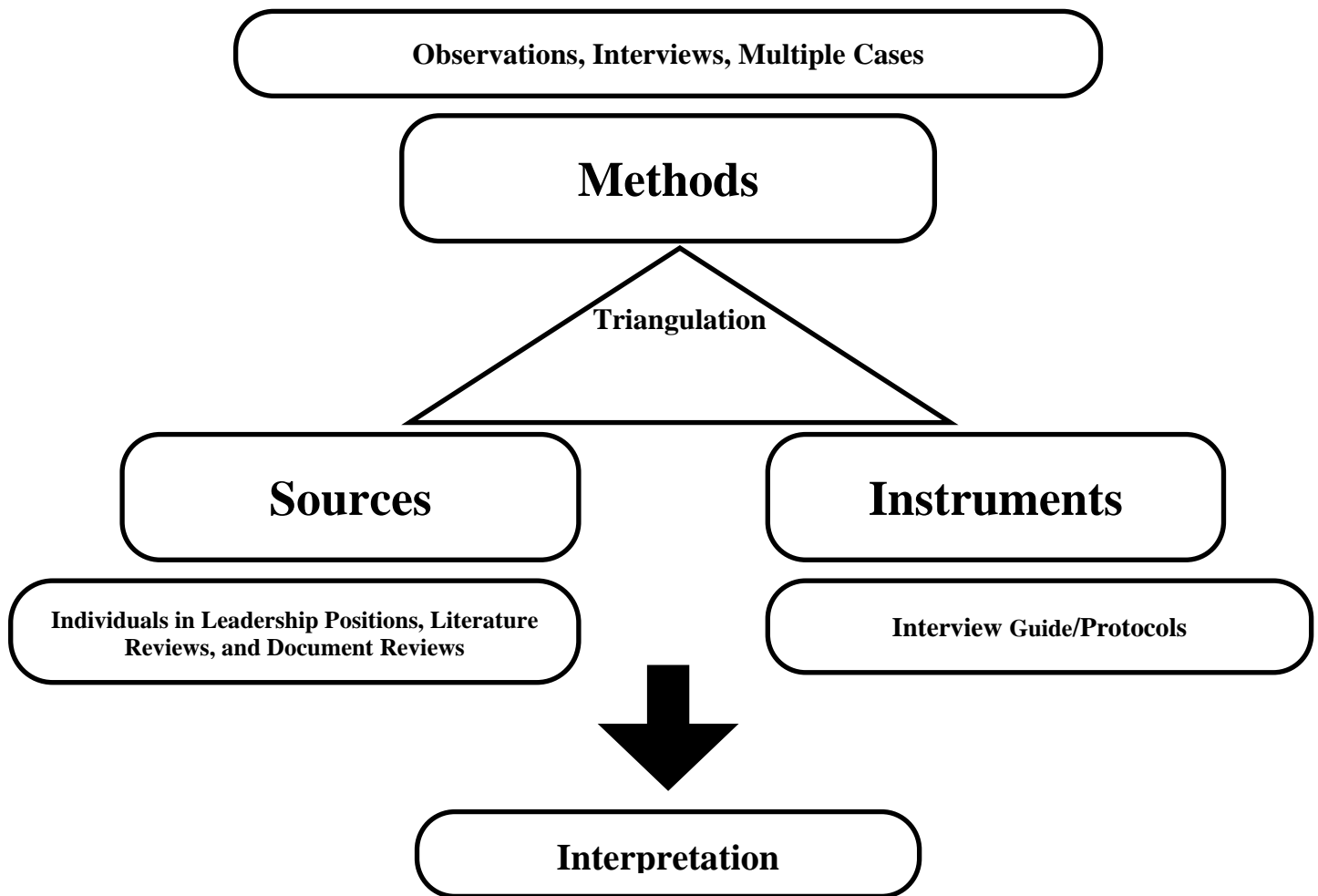
FIGURE 10- TRIANGULATION OF FINDINGS

The study aimed to examine methods for attaining personal mastery and peak performance mindset of individuals in leadership positions to produce desired business and professional results in South India, especially Bengaluru, India. The study highlighted perspectives and methods individuals in leadership positions use to attain personal mastery and a peak performance mindset. This study used a multiple case study of companies since it allows for the analysis of different data coming from different ILPs and the making of model-related assumptions (Heale and Forbes, 2016). Twenty ILPs were interviewed using semi-structured exploratory interviews. The researcher included numerous data sets, including document analysis, observations of individuals in leadership positions (ILP) during the interviews, observations, and statements of ILPs, the interviews were recorded using voice recording software, and the researcher also included a range of viewpoints of ILPs on experiences and perceptions on PM and PPM strategies.

According to Denzin (1970), the multiple approach triangulation strategy encourages using various data collection methods.

Triangulation's first stage was dedicated to comprehending the study's setting. It collected demographic data and interviews with various individuals in leadership positions to shed light on decisions connected to personal mastery and peak performance mindset.

The second phase involved document reviews related to the study's literature, drawing on the works of Asst. Prof. Duren Jr (Duren Jr, 2022), Mihaly Csikszentmihalyi (Csikszentmihalyi, 1990), and Peter Senge (Senge, 1990) on PM and PPM to address ILPs' lack of necessary personal mastery and peak performance mindset strategies to achieve desired personal and professional results.

The interview data are assessed using methods appropriate for a qualitative exploratory investigation. The information was coded and thematically examined. Individuals in leadership positions' observations revealed the complexity of a leader's decision-making process. The study participants received the themes that surfaced from the document analysis and interview guide for their feedback, and the literature review then validated the themes that emerged.

Finally, the parallels between the literature review and the interviews added to the findings. A thorough document search was conducted, including but not limited to research papers, media stories, papers, and works on job satisfaction. This information, which reflects the triangulation of the analysis, is utilized to validate, and affirm the effects of PM and PPM on business results.

According to Proctor (2017), for a study to be considered seriously, the study must guarantee the data's accuracy, richness, and dependability rather than focusing on data volume. The study did cross-check data interpretations with research participants from various aspects, and member verification ensured the accuracy of the data's interpretation. Due to continual involvement, observation, and external audits of the works through document reviews, triangulation— categorizing and identifying specific themes in the study of PM and PPM for people in leadership positions—demonstrates trustworthiness. These measures allowed member validation and promoted investigation of issues affecting a person in a leadership position's decision-making about PM and PPM.

4.5. Summary
Even though development opportunities can be systemized by structured mentoring and coaching, it provides a direct gauge of leadership qualities to develop one's potential, push the organization to success, and create growth possibilities.

A leader is in charge of organizing, guiding, and managing others. They are visionaries who motivate and encourage their team to reach the desired outcome (Emeritus, 2022). Furthermore, it becomes paramount to their success that they consistently align their thoughts and behaviors to their vision and develop a PPM that guides them toward their vision.

The study's themes identified that the incongruence of a leader's value system or behavior from his vision could have undesirable effects on the products and services offered to the customer. It can eventually bring down the entire organization.

To attain validity of the research, the study used a triangulation of the interviews, literature review, observation, and documents such as publications, articles, and courses offered by reputed universities and books to cross-validate the study's credibility.

Individuals in leadership positions can contribute to the community by building and sustaining responsible businesses that create employment, engaging in Corporate Social Responsibility (CSR) projects to give back to the society or community, can mentor aspiring entrepreneurs, utilizing their wealth for charitable causes, they can advocate for policies that better the planet and people.
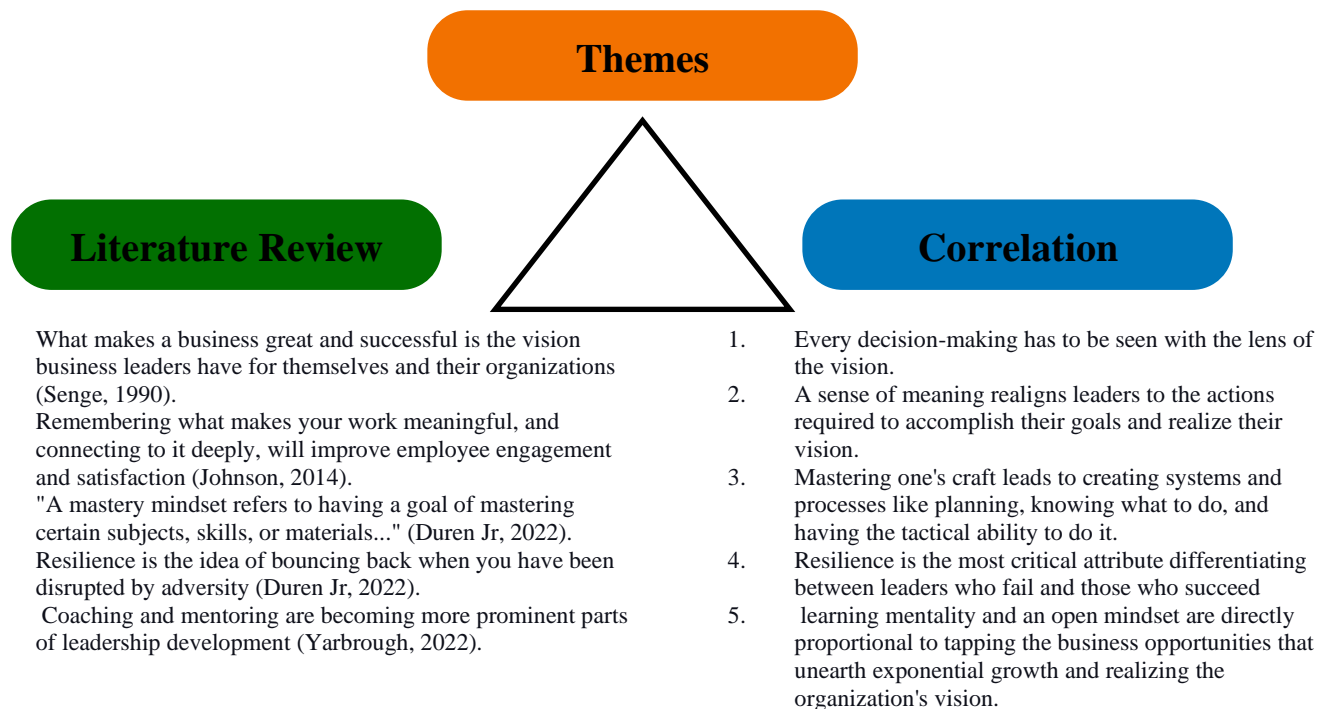
The discussion of the findings and their relationship to the study's conceptual framework and literature evaluation are highlighted in the next chapter.

DISCUSSION

5.1. Discussion of Research Questions

The first trend from the discoveries was having a compelling goal and staying true to the vision to attain personal mastery and develop a peak performance mindset. Individuals in leadership positions must find purpose and meaning in their vision to remain consistent; they must embrace a mastery mindset that encourages the mastery of their craft or business-related skills. ILPs must also develop psychological resiliency to handle the challenges thrown by the VUCA world effectively. ILPs should also look forward to getting coached and mentored to tap into existing, new, and emerging markets.

1. Have a compelling vision.
2. Create a purpose and meaning.
3. Mastery mindset.
4. Psychological resiliency in effectively handling the VUCA world.
5. Be a learner- leverage the power of coaching and mentoring.

Themes

Literature Review

Correlation

Literature Review	Correlation
1. What makes a business great and successful is the vision business leaders have for themselves and their organizations (Senge, 1990).	1. Every decision-making has to be seen with the lens of the vision.
2. Remembering what makes your work meaningful, and connecting to it deeply, will improve employee engagement and satisfaction (Johnson, 2014).	2. A sense of meaning realigns leaders to the actions required to accomplish their goals and realize their vision.
3. "A mastery mindset refers to having a goal of mastering certain subjects, skills, or materials..." (Duren Jr, 2022).	3. Mastering one's craft leads to creating systems and processes like planning, knowing what to do, and having the tactical ability to do it.
4. Resilience is the idea of bouncing back when you have been disrupted by adversity (Duren Jr, 2022).	4. Resilience is the most critical attribute differentiating between leaders who fail and those who succeed
5. Coaching and mentoring are becoming more prominent parts of leadership development (Yarbrough, 2022).	5. learning mentality and an open mindset are directly proportional to tapping the business opportunities that unearth exponential growth and realizing the organization's vision.

FIGURE 11- LINKING THE THEMES, CORRELATIONS, AND LITERATURE DISCUSSIONS

The findings, correlation to the conceptual framework, and outcomes connected to the current literature review are triangulated in this chapter.

5.1.1. Having a compelling vision

Data analysis has demonstrated that recognizing the importance of a compelling vision positively impacts personal mastery and a peak performance mindset. In their interviews, all the individuals in leadership positions stressed the importance of a clear and compelling vision. They talked about how it has benefited them and their company. They said that visualizing or thinking about their vision and being aware of any misalignment helps them to marshal their resources and increase their engagement; their vision also enables them to apply various ways to build and retain efficient teams. They noted that the overreaching results show that a vision plays a central role in engaging in productive activities and creating a meaningful life.

Senge's (Senge, 1990; Senge et al., 1994). emphasis on having a vision explains how leaders could inspire themselves to change their perceptions, build empowering character traits and attributes and achieve a peak state while pursuing their goals. Duren Jr (2022) takes what Senge spoke about one step ahead and establishes that leading oneself through personal mastery and a peak performance mindset is based on several factors, including the 30-character traits, ideas, concepts, and theories, to achieve this research's outcome addressed in chapter two.

Theme 1 reflects Senge's (1990) personal mastery theory on having a clear vision. Leaders who achieve PM and develop PPM possess character traits to helm their enterprise toward sustained growth. For instance, "A mission (vision) inspires people to reach for what could be and rise above their fears and preoccupations with what is" (Garfield, 1986).

As a result, all research participants indicated that a business could reach its zenith of success if the leader is true to his vision and effectively inspires his team to find meaning in their jobs and perform at peak levels. Thus, having a compelling vision includes staying congruent, leading by example, polishing, or developing the character traits and skills discussed in chapter two, and leading their teams efficiently.

These factors of staying congruent, leading oneself and others, and developing skills and character traits are considered elements that positively influence PM and PPM. Therefore, individuals in leadership positions must always factor in the critical nature of a compelling vision.

Leaders must recognize the importance of vision and their commitment to it. Also, heed the brilliant suggestion of ILP8 to stay flexible and adjust their long-term vision according to the changing markets, as there is no point in pursuing an irrelevant organizational vision. A caveat to be adhered

to is that adjusting a vision is not even remotely associated with not having a vision.

All the research participants used a supportive management style to stay true to the vision. They further analyzed the data showing that leaders had built a climate based on clearing any distractions from their environment and creating a supportive personal and professional environment that accelerates the fruition of the vision.

It is paramount to highlight that all the study participants, individuals in leadership positions, had tremendous experience in their fields; therefore, they are fully up-to-date on elements that can enable personal mastery and a peak performance mindset to increase their performance. Attaining PM and developing a PPM is an inspirational endeavor to take the action that matters to the growth of the business, another powerful step towards realizing one's vision.

Hence, the more leaders devise rituals and create habits to attain PM and develop PPM, the better they can handle the challenges thrown at them by the VUCA world. Because of the dedication and sincere nature of leaders who operate from PM and PPM, they will further the organization's cause. Their impact will have far-reaching effects and make them models of possibility by displaying an influential demeanor; their teams will see them walking the talk and can get inspired to follow suit.

Discussion related to existing literature

From analyzing theme one, all research participants confirmed that all thriving leaders who can depict genuineness and curate a compelling vision could motivate their teams to embrace the systems and processes and perform at peak levels to achieve the overall game plan of the organization.

Dr. Garfield (1986) states that Peak Performers anticipate and adapt to significant change while maintaining momentum and balance within an overall game plan.

According to Senge (1990), it takes courage to hold visions that are not in the social mainstream. Genuine leaders summon the mental toughness to think differently and set visions that can positively influence the world. Furthermore, having a vision can also mean thinking out of the box and doing things that are not traditional, Senge (1990). Smart (Smart, 2013) indicated that clarity about one's vision is crucial to achieving sustained growth; he said, "Why do we need clarity now, more than ever? We are living at a pivotal point in history; millions of people are faced with uncertainty, complexity, and increasing chaos. As individuals, as organizations, and as an entire

species, clarity is the key to solving the big issues that face us if we want to create a sustainable future for ourselves and the generations that follow us."

5.1.2. Find purpose and meaning

Finding the 'why' behind the vision and living values like responsibility, accountability, dependability, reliability, and spirituality through their work toward their vision gave the research participants a sense of profound meaning. All study participants said that they prefer finding meaning in their work. Research participants' commitment to attain PM and develop a PPM increase when they have a sense of purpose and meaning. The yearning to live a meaningful life helps leaders to build self-efficacy and agency. Self-efficacy is an individual's belief in their capacity to complete a particular task or achieve a specific goal. Bandura (1995), a psychologist, established the notion, emphasizing the role of self-belief in molding behavior and accomplishment. When they encounter a debilitating challenge in this VUCA world, instead of feeling helpless, a sense of meaning encourages them to develop agency; agency is the ability of an individual to act consciously and make decisions that affect their own life and the world around them. It is the feeling of having control over one's actions and the ability to mold one's future.

Correlation to conceptual framework.

Theme two correlates to the concept of purpose suggested by Kashdan and McKnight (2013) and the meaning proposed by Frankl. Individuals in leadership positions recognize the importance of finding and living the innermost values that give them a sense of profound meaning, and deriving meaning from their work helps them focus and effectively handle distractions.

Kashdan and McKnight (2013) recognized that people who devoted considerable effort toward a purpose in life experienced increased self-esteem and positive emotions. Furthermore, when an individual in a leadership position experiences an increase in self-esteem and positive emotions, they tend to have a more assured and hopeful perspective. They tend to learn and bounce back from their mistakes rather than sulk and give up. They also tend to rouse greater trust, admiration, and respect from their team members, adding to a productive work culture that ultimately produces desired business/professional results.

Almost all the research participants emphasized how having a sense of purpose and meaning enables them to embrace a strong work ethic and influences their dedication to their vision. Interpreting from the works of Reker and Peacock and Martel F and Steger, F M; While purpose is often used synonymously with meaning (e.g., Reker and Peacock, 1981), these two concepts are

separated, purpose refers to having direction and future-oriented goals. However, different conceptualizations vary regarding the magnitude and grandeur attributed to the purpose (Martel F and Steger, F M, 2016). When a leader works from the premise of purpose and meaning, purpose defines the direction, and meaning is derived from the expertise-based actions one takes while following the direction a purpose provides. The theme also connects with Prof. Mitchell's assertion, "When our expertise is harnessed to achieve the organization's goal, our sense of meaning increases."

Discussion related to existing literature

One of the benefits of finding a purpose and meaning is that "It gives us a sense of control over the events in our life." (Frankl, 1992). This sense of control leads to what Bandura calls "Self-efficacy" (Bandura, 1986) and agency. It not only empowers a leader but also positively affects the team. "When a leader designs work to make it more meaningful by following the Hackman and Oldham's Job Characteristics Model's (1980) recommendations, employees are more motivated and perform better. They also do things over and above their job description, like staying late to meet customer needs or training new colleagues. There more intrinsically motivated and put more effort into conquering challenges." (Mitchell, n.d). Having Purpose and Meaning also enables a leader to focus on strengths and not weaknesses. Moreover, empirical research advises focusing on strengths and not weaknesses. And the study also found that when employees focus on strengths, their performance increases by 36.4% (Corporate Leadership Council, 2002).

Besides, Prof. Mitchell (n.d) suggested that meaning is eroded when people are disconnected from their values. A sense of futility stems from a disconnect between individual values and those of their work or organization. Leaders must live their meaningful values and connect them to the actions, direction, and vision they hold for their enterprise.

Finally, heeding Prof. Conger's findings, the meaningful purpose and its goals must be communicated effectively to generate intrinsic appeal and make the vision compelling.

5.1.3. Mastery mindset- master your craft to create effective and efficient systems and processes for your business.

Although purpose and meaning are crucial for leaders, as discussed in theme two, individuals in leadership positions noted that meaningful action and moving in the right direction is possible only when effective and efficient systems and processes run your business. These systems and processes emerge from people who have mastered their craft, and the ones who master their craft have a

mastery mindset. Individuals in leadership positions must devote time and effort to practicing skills or crafts connected to their company's vision. They must hire individuals who display mastery of their respective crafts to add value to make the systems and processes more effective and efficient that run a business.

Moreover, all the research participants recognized that having systems and processes emerge from people who have mastered their fields adds value to the business and enables it to run smoothly and effectively. A mastery mindset can also give leaders an openness toward learning and adapting to changing circumstances. Mediocrity in such organizations is not encouraged, and a culture of innovation takes hold.

Correlation to the conceptual framework

Theme three aligned with the leader's objective of attaining PM and developing a PPM to produce desired business/professional results.

A mastery mindset enables a leader to optimize business performance by eliminating inefficiencies and improving the systems and processes that are becoming outdated or redundant. A Mastery Mindset is driven by the goals and objectives the purpose provides. Keeping the vision in mind, they work backward to design systems and processes that accelerate the achievement of those goals and objectives. Combining the forces of the goals and objectives provided by the purpose with the systems and processes that emerge from mastery, leaders stay aligned with the overall vision and strategy of the organization.

Moreover, a mastery mindset refers to having a goal of mastering certain subjects, skills, or materials (Duren Jr, 2022). Thus, understanding the importance of having a Mastery Mindset will enable leaders to create systems and processes that allow peak performance to flow seamlessly throughout the organization.

Mastery Mindset also encourages an excellent quality called personal excellence. The ability to continually achieve high levels of performance and accomplishment in one's personal and professional life is referred to as personal excellence. It entails striving for excellence and giving one's all in all parts of one's life. It commands a leader to develop a strong work ethic, be committed to producing quality services or products, and develop a desire to achieve meaningful outcomes.

Additionally, Nemko advises that it is best to pursue excellence mainly for its own sake, not just in

hopes of some external reward. (Nemko, 2022). This statement considers the tribulations caused by the VUCA world. When a leader hopes to achieve an external reward without considering the joy and meaning that can be derived from constant learning and creating quality products and services, he sets himself up for disappointment caused by the VUCA world. Still, when pursuing excellence for its own sake, Nemko (2022) asserts, "When you deserve a reward, it may come infrequently. Also, we tend to enjoy a reward only briefly." "You quickly revert to baseline. In contrast, if your pursuit of excellence comes from within you, you'll more likely sustain that good feeling while you're working and even beyond."

The ILPs' interview in theme three indicates that leaders who create effective and efficient systems and processes do not succumb to the uncertain nature of one's motivational levels. Business operations run smoothly when systems and procedures are in place.

5.2. Discussion Related to Existing Literature

Duren Jr draws from Brad Stulberg's and Steve Magness's work, the passion paradox, and from one of the articles from East Tennessee State University and asserts that a mastery mindset involves aiming to become proficient in certain subjects, skills, or materials and believing in one's ability (Duren R Jr, 2022).

It is also important to note that Mastery Mindset is the opposite of Perfectionism. According to a Goodtherapy.org article that quotes Brene Brown, "Perfectionism is not the same thing as striving to be your best, and perfection is not about healthy achievement and growth." Furthermore, striving to be your best version is the hallmark of the Mastery Mindset, and this is the genesis of systems and processes that create successful enterprises. Mastery Mindset weeds out internalized capitalism as one's self-worth is not derived from productivity or profits but growth and development. It enables leaders to divert their attention from internalized capitalist values toward personal growth, professional development, and excellence. Pursuing excellence for the sake of can protect a leader from the harmful effects of internalized capitalism discussed in chapter two.

Thus leaders need to choose Mastery Mindset that enables them to master their craft that adds value to the systems and processes that allow a business to run smoothly. The interviews with the research participants indicated that effective and efficient systems and processes bring teams together, save costs, increase quality and productivity, and enlighten the leaders about the data and insights to make informed decisions that respond quickly to changing markets and customer needs.

These benefits can be drawn when the systems and processes are created by leaders and people who have mastered their craft or skill.

5.2.1. Psychological resiliency in effectively handling the VUCA world

The previous themes complement theme five. A leader needs to develop psychological resiliency to cope with uncertainty, change is constant in a VUCA world, and there is always uncertainty about the future. With the advent of artificial intelligence, this uncertainty has only increased. Psychologically resilient leaders are better suited to deal with uncertainty and can adjust to change swiftly. Because of the unpredictability of situations, the VUCA environment is characterized by high-stress levels. Psychologically resilient leaders are better equipped to manage stress and remain calm and focused in high-pressure situations. All research participants indicated that building strong professional and personal relationships is paramount for their business and vision. Psychological resiliency allows them to develop and maintain relationships by adapting and navigating interpersonal challenges.

Correlation to the conceptual framework

Theme four correlates to the ideas suggested by Asst. Prof. Duren Jr. Psychological resilience is a dynamic process encompassing positive adaptation within the context of significant adversity (Luthar et al. 2000).

Significant adversity can mean different things to different leaders; however, adversity can be brought upon any business in a VUCA world. Positive adaptation is the ability of leaders or their systems to adjust effectively and prosper in the face of VUCA-induced adversity or challenging circumstances. It entails acquiring tactics, abilities, and attitudes that encourage growth, well-being, and success even when faced with adversity. Positive adaptation extends beyond survival to actively engaging with problems to attain desired outcomes.

Discussion related to existing literature

Understanding Dweck's and colleagues' implicit theories or mindsets fosters resilience. Positive adaptation relies on resilience, which refers to the ability to bounce back from setbacks, endure adversity, and have a good attitude. Resilient leaders can adapt, cope, and even grow more robust in adversity. When we understand Dweck and her colleagues' work, we realize that a growth mindset is necessary for positive adaptation. It is the conviction that hard work, learning, and perseverance can develop abilities and intelligence. Leaders with a growth mindset see barriers as opportunities for growth and learning, which allows them to adapt and overcome them.

Leaders must manage diverse teams while fostering a positive work environment. Leaders with psychological resilience may manage unpleasant conversations and provide emotional support to their followers. It enables them to lead by example, maintain an optimistic attitude, and inspire their employees to persevere in hardship.

Asst. Prof. Duren Jr Posits the resilience idea of bouncing back when you have been disrupted by adversity. (Duren, 2022). Leaders can also face adversity in their personal and professional life. Long hours, tight schedules, and high-stress levels are frequent obstacles for individuals in leadership positions. Psychological resilience helps leaders maintain an excellent work-life balance, manage stress, and prevent burnout. It encourages leaders to prioritize self-care, set limitations, and seek methods to recharge and renew.

5.2.2. Be a learner- leverage the power of coaching and mentoring.

Coaching and mentoring enhance business leaders' personal and professional development and their teams' growth in several ways.

As discussed in chapter two, self-awareness plays a crucial role in a leader's life; Coaching and mentoring allow leaders to gain deeper insights into their strengths, weaknesses, values, and leadership style. This self-awareness will enable leaders to leverage their strengths, address areas for improvement, and align their actions with their core values, leading to more authentic and effective leadership. A coach or mentor may assist individuals in leadership positions in acquiring and honing skills necessary for their business growth, such as rhetorical crafting, handling distractions and procrastination, team building, cultivating happiness, and decision-making. Specific coaching, feedback, and practice may help leaders enhance their skills and become more proficient in their areas of responsibility.

Correlation to the conceptual framework

There is a consensus that mentoring provides significant advantages for leaders, such as role socialization, isolation reduction, professional development, enhanced job satisfaction, improved leadership abilities, and leadership capacity building (Browne-Ferrigno and Muth, 2004; Fagan and Walter, 1982; Scandura et al., 1996; Stott and Walker, 1992).

The research participants stated that being a learner is critical to their success. Research participants indicated that constant learning and development are required to aid them in analyzing their strengths and weaknesses to work on real-world business difficulties and provide opportunities to

practice their abilities and connect with the right people and opportunities. Furthermore, the participants indicated that coaching, mentoring, or learning opportunities were essential despite their status as leaders. It aids them in adapting to change, developing skills, boosts their creativity that can lead to innovation, it helps them identify the industry trends and keep pace with the same, anticipate future trends and be future-ready, it helps them lead by example, and it also helps them grow personally and lead a fulfilled life.

Discussion related to existing literature

"Coaching and Mentoring Shape Business Outcomes," "Coaching and mentoring are becoming more prominent parts of leadership development: (Yarbrough, 2022). Coaching and mentoring may assist ILPs with various difficulties, such as increased self-awareness, skill development, a broader perspective, increased confidence, enhanced performance, an effective leadership style, work-life balance, and succession planning. These benefits contribute to attaining personal mastery and developing a peak performance mindset to produce desired business and professional results.

Dweck's (1986) implicit theory reasoned that people might have a more incremental or a fixed mindset about the evolution of an institution's leadership. However, research participants suggested that people who embrace an open attitude to learning and up-skilling have a better chance of surviving and thriving in a VUCA world.

Mentoring can be seen as a holistic and fluid concept that attends to professional, corporate, and personal development (Clutterbuck, 2001; Kram, 1983; Parsloe and Wray, 2000). Mentoring is a broad and fluid concept that includes professional, organizational, and personal growth.

Mentoring is critical for professional growth and development. A mentor, who is often more experienced and proficient in a particular industry or business, may provide advice, share wisdom, and provide business growth suggestions. Mentoring programs can be tailored to meet the organization's goals by helping the leader stay aligned with his vision. Mentoring can also significantly impact a mentee's personal growth, allowing the mentee to develop self, situational, and social awareness, resilience, and general well-being leading to personal mastery.

All participants reported that they would seek counsel or advice when they lack personal mastery or their peak performance mindset weakens. They showed keen interest in learning from various sources. Some leaders would learn from books, others would turn to their personal circle, and there were who would seek professional coaching or mentoring. The bottom line is that everyone was

intelligent to understand the importance of being a learner.

They indicated that without learning and development, there would be no innovation, stagnation would arise, a lack of trust and half-hearted engagement of employees, and an inability to make the right decisions, and opportunities would be lost.

Leaders must have a positive attitude toward learning; they should be open to leveraging the power of coaching and mentoring and, most importantly, attain personal mastery and develop a peak performance mindset that guides them toward producing desired business and professional outcomes.

5.3. Summary

The chapter highlighted the importance of having a compelling vision and being a learner by leveraging the power of coaching and mentoring to attain personal mastery and develop a peak performance mindset. Senge (Senge, 1994) claimed that Personal Mastery is the discipline of continually clarifying and deepening our vision, focusing our energies, developing patience, and seeing reality objectively.

The chapter discussed the themes that emerged from the research questions' findings that individuals in leadership positions need to have a compelling vision, find purpose and meaning, and develop a mastery mindset to Master their craft to create effective and efficient systems and processes for their business, achieve psychological resiliency in effectively handling the VUCA world and be a learner by leveraging the power of coaching and mentoring.

Finally, the chapter explored the themes' correlation to the conceptual framework and how it linked to the current literature review.

The next chapter summarizes societal change, its implications for professional practice, and the study's limitations and future research recommendations.

CHAPTER VI:
SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS.

6.1. Summary

Individuals in leadership positions who have attained personal mastery developed a peak performance mindset and kept learning and updating themselves play an integral role in a company's success.

The critical component in the paragraph above is learning. Learning is an integral part of what Dweck calls a "growth mindset" (Dweck, 2016). Understanding Dweck's work teaches us that a growth mindset is necessary for positive adaptation. It is the conviction that hard work, learning, and perseverance can develop abilities and intelligence. When we understand Dweck's work we come to realize that leaders with a growth mindset sees obstacles as opportunities for development and learning, which permits them to adapt and conquer them.

The research confirms that, based on individual preferences, business leaders need to have a compelling vision, which must be crucial and exceptionally relevant to them. It was proved that a great deal of business success relies on the leader's ability to create effective and efficient systems and processes that enable the organization to run smoothly and promote peak performance for both the leader and the employees.

Senge's (1990) and Senge et al. (1994) emphasis on having a vision explains how leaders could inspire themselves to change their perceptions, build empowering character traits and attributes and achieve a peak state while pursuing their goals. Furthermore, having a vision can also mean thinking out of the box and doing things that are not traditional, Senge (Senge, 1990).

Besides, Prof. Mitchell (n.d) posits that "When a leader designs work to make it more meaningful by following the Hackman and Oldham's Job Characteristics Model's (1980) recommendations, employees are more motivated and perform better. They also do things over and above their job description, like staying late to meet customer needs or training new colleagues. There more intrinsically motivated and put more effort into conquering challenges."

Leaders who stay aligned with their vision, maintain balance in their lives as per their value system, and create effective and efficient systems that help their teams perform at peak levels and increase productivity have a more fulfilled and inspiring life. All participants verified this.

6.2. Implications

6.2.1. Implications for social change

Leaders who have a compelling vision, find purpose and meaning in what they do, develop a mastery mindset to master their craft to create effective and efficient systems that enable performance and productivity, build resiliency to handle the VUCA world, and have an open mind to learning attain personal mastery and develop a peak performance mindset to create desired results.

From a social perspective, leaders with PM and PPM improve their family's quality of living. A leader who has reached personal mastery and exhibits peak performance can empower individuals in society. They assist people in discovering their potential and contributing meaningfully to the community by infusing confidence, offering mentorship, and cultivating a growth-oriented atmosphere. This empowerment results in more engaged and proactive individuals serving a larger societal purpose, which drives beneficial social change. These leaders aggressively seek varied ideas, promote open conversation, and build collaborative platforms. This attitude promotes a culture of collaboration, teamwork, and synergy throughout society, allowing groups and communities to collaborate towards common goals and efficiently handle social difficulties.

When leaders attain PM and develop a PPM to create a system that enables achieving desired results, there will be lower shutdowns of businesses and an increase in employment, which will also add to the economic development of our country.

Besides, the outcomes of social change also include the potential for individuals in leadership positions to leverage this study's findings to grow their organizations, have a direct positive impact on society, and reduce the chances of closing down due to the challenges posed by the VUCA world and, most of the time, their inner world- the mind.

6.3. Recommendation for Future Research

The research concentrated on the strategies and techniques used by individuals in leadership positions to attain personal mastery and develop a peak performance mindset to produce desired business and professional results. How leaders think and behave is vital to the methods described in this report. The study's outcome represents the views of individuals in leadership positions serving or has served in South India, especially Bengaluru, India, from various organizations.

The report advises undertaking a comparable case study in several states in India, the middle east, and the Asian regions to investigate if individuals in leadership positions have different perspectives and approaches to attain personal mastery and develop a peak performance mindset.

Furthermore, because the analysis was qualitative and several factors influence a leader's personal mastery and peak performance mindset, I recommend that quantitative research be conducted to investigate the nature of the relationship between various factors and how they affect a leader's personal mastery and peak performance mindset.

In addition, quantitative researchers can recommend looking at the relationship between a compelling vision, purpose, and meaning, mastery mindset, psychological resiliency, and learner quality on personal mastery and peak performance mindset.

6.3.1. Recommendation for action

The study examined individuals' tactics in leadership positions to attain personal mastery and develop a peak performance mindset. The study's findings verified how a leader's attitude and practices might affect her personal mastery and peak performance mindset.

The findings indicated that individuals in leadership positions use techniques to attain personal mastery, develop a peak performance mindset, and produce desired results. It shows that when leaders derive meaning from their work, they tend to go above and beyond their obligations to keep consumers pleased and boost their profitability.

Leaders should also improve their plan to attain PM and develop PPM based on having a vision, deriving purpose, and meaning, improving self-efficacy, developing agency, striving for personal excellence, harnessing a peak state, taking responsibility, and being willing to be accountable. These are traits, ideas, and attributes adopted by active leaders who, according to the problem statement of this study, have been in business for more than twenty years and have survived and thrived.

The researcher plans to disseminate the study's findings to each participant in the analysis, allow the results to be shared with business leaders, link to professional business publications, and explore publication alternatives.

Limitations of the study

As with other research, the analysis has several drawbacks that should be acknowledged. One such limitation focuses on peak state as the dependent variable on a leader's attitude towards work happiness and improving corporate performance.

Although it was carefully chosen based on the best performance theory and the overall theoretical context of this study, other leadership mediators are likely to be identified as the best mediator for PM and PPM strategies for business success behaviors explored in this study for future research by other researchers. For example, qualitative and quantitative research may compare different approaches to a peak state and performance that promote effective result-achievement.

Other mediators could emerge as potential outcomes or consequences of future PM and PPM challenges and result-producing strategies. These additional mediators might influence or shape the effectiveness of PM and PPM and result-producing strategies.

Leadership behavior approaches, such as rhetorical crafting, encouraging employees or ethical leadership, should be analyzed as leadership demands results to improve company efficiency. Can a high level of challenge, for example, help leaders to be more empowered in their activities simply because they cannot bear all their responsibilities alone in the absence of adequate strategies? It would be fascinating to explore how developmental issues may encourage business leaders to adopt methods to increase business performance, leadership actions, attitudes, and turnover.

Creating a vision, taking responsibility, being accountable, or entering a peak state are some of the skills and attributes that a leader's mind possesses; these should be analyzed as a leadership position demands desired outcomes to enhance an organization's efficiency and productivity. Can extremely significant adversity, for example, help a leader to be more resilient and empowered? Will a leader be responsible for getting at the helm and sailing his ship to safety without adequate support? Investigating how developmental difficulties could drive individuals in leadership to embrace strategies to improve business performance, leadership actions, job attitudes, revenue, and profits would be intriguing.

The study is considered to have generalizability constraints, which means that the findings may not be relevant to other situations or groups. Furthermore, study participants may hesitate or be unwilling to give specific facts, impacting the data's quality or completeness.

The temporal order of my data collection is a factor that mitigates the identified limitations. Besides, to rule out a few secular explanations based on the leader's experience, I regulated experience-related variables such as tenure in the organization's leadership role.

However, it is challenging to rule out alternatives without repeated longitudinal research designs. As a result, one crucial endeavor for future study will be to track the long-term impact of demanding roles on leaders over an extended period to develop strategies to attain PM and develop PPM and produce desired business/professional outcomes.

Finally, the research was conducted in a qualitative case study with a small number of participants on personal mastery and peak performance mindset to create strategies that produce desired business/professional results which can be expanded further by conducting a quantitative or mixed-method study with a large sample to analyze the strategies individuals in leadership positions use attain personal mastery and develop a peak performance mindset to create desired results. Future research combining these mixed techniques will allow for the use of additional models to analyze PM and PPM.

6.4. Conclusion

While further research is needed to uncover leaders' approach to attaining personal mastery and developing a peak performance mindset to produce desired business and professional results, the study is essential to understanding these elements and tactics.

The study discovered that a leader with a low commitment to vision negatively impacts the company's day-to-day operations. To boost peak performance and personal mastery, leaders must deliberately involve in their evolution and growth. Individuals in leadership positions will be better aligned and consistently perform when interventions are tailored to their needs; this will also enhance employee morale leading to better productivity.

The qualitative study showed that thinking about the vision daily, striving to achieve resiliency and personal excellence, being a team player, acknowledging the team's effort, having a mastery mindset, and creating effective and efficient systems and processes are measures to attain personal mastery and develop a peak performance mindset and produce desired results.

ILPs need to understand the importance of rhetorical crafting mentioned in chapter two and develop it to instill confidence and trust in employees, as high-functioning employees will only help the leader perform at peak levels.

A leader who has mastered herself will always be efficient and effective and will bounce back in difficult times. The relationship with self must be conflict-free; whenever a conflict occurs, a leader must have the tactics to resolve and move forward; this will, in turn, results in peak performance and organizational growth.

Individuals in leadership positions must regularly seek formal coaching or mentoring to maximize their return on investment (profits). They should take the necessary measures to eradicate unhappiness and work on the happiness models specified in chapter two. These steps and other measures mentioned in the literature review and shared by the research participants are related to achieving business/professional goals through attaining personal mastery and a peak performance mindset.

APPENDIX A:
SURVEY COVER LETTER.

Dear XXXXXX,

I hope this message finds you well. I am contacting you today to invite you to participate in a significant research project that is part of a Doctor of Business Administration (DBA) program from the Swiss School of Business and Management, Geneva. I am inviting you to be a part of a semi-structured in-depth interview.

The interview aims to gain your insights and experiences that can contribute to my research and help us better understand the concept of personal mastery and peak performance mindset in a business leader's life.

My research focuses on developing a system that helps business leaders achieve desired business/professional results based on personal mastery and a peak performance mindset in business leadership.

I took the liberty of shortlisting your name as I look at you as a successful business leader; your wisdom and background can make a valuable contribution to my research and help us to gain a deeper understanding of these essential topics.

Your participation in our research will not only benefit other business leaders but will also contribute to the advancement of knowledge in the field of business leadership.

This DBA program aims to produce research that has a real-world impact and can make a difference in the lives of others.

Participating in my research will allow you to contribute to the training and developing of the next generation of business leaders. As a business leader, you can inspire and guide others toward success, and your participation in our research can help do that.

I am committed to ensuring that your participation is both valuable and rewarding. I will work with you to ensure that the interview process is convenient and tailored to your schedule, and I will respect your privacy and confidentiality throughout the process.

Your participation in my research will be a valuable contribution to business leadership, and I hope you will consider joining me. Thank you for your time, and as discussed, I look forward to seeing you on the XX (Day) at XXXX.

Best Thoughts,
Mohammed Ahmed

Form 1:

INFORMED CONSENT FOR INTERVIEW

PERSONAL MASTERY and PEAK PERFORMANCE MINDSET FOR LEADERS- A SUCCESS SYSTEM TO CREATE DESIRED PROFESSIONAL/BUSINESS RESULTS.

I, _____**,** agree to be interviewed for the research, which will be conducted by Mohammed Ali Athar Ahmed**,** a doctorate student at the Swiss School of Business and Management, Geneva, Switzerland.

I certify that I have been told of the confidentiality of information collected for this research and the anonymity of my participation; that I have been given satisfactory answers to my inquiries concerning research procedures and other matters; and that I have been advised that I am free to withdraw my consent and to discontinue participation in the research or activity at any time without prejudice.

I agree to participate in one or more **electronically recorded** interviews for this research. I understand that such interviews and related materials will be kept completely anonymous and that the results of this study may be published in any form that may serve its best.

Any information obtained from this research may be used in any way thought best for this study.

Name of the Interviewee: _____
_____

Signature of Interviewee

Date: _____

Form 2:

![SSBM Geneva logo]

Interview Consent Form

Research project title: PERSONAL MASTERY and PEAK PERFORMANCE MINDSET FOR LEADERS- A SUCCESS SYSTEM TO CREATE DESIRED PROFESSIONAL/BUSINESS RESULTS.

Research investigator: Mohammed Ali Athar Ahmed

Research Participants name: _____

Research Participants identifying code: _____

The interview will take 30 to 90 minutes. We don't anticipate any risks associated with your participation, but you can stop the interview or withdraw from the research anytime.

Thank you for agreeing to be interviewed for the above research project. Ethical procedures for academic research require that interviewees explicitly agree to be interviewed and how the information in their interview will be used. This consent form is necessary for us to ensure that you understand the purpose of your involvement and agree to the conditions of your participation. Would you, therefore, read the accompanying information sheet and then sign this form to certify that you approve the following:

- the interview will be recorded, and a transcript will be produced
- you can request a copy of the transcript.
- Mohammed Ali Athar Ahmed will analyze the transcript of the interview as a research investigator
- access to the interview transcript will be limited to Mohammed Ali Athar Ahmed and academic colleagues and researchers with whom he might collaborate as part of the research process
- any summary interview content, or direct quotations from the interview, that are made available through academic publications or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed
- The recording will be kept securely for reference and can be destroyed later.
- Any variation of the conditions above will only occur with your further explicit approval, Or a quotation agreement could be incorporated into the interview agreement.

Quotation Agreement

I also understand that my words may be quoted directly. With regards to being quoted, please initial next to any of the statements that you agree with:

	Please tick appropriately:
	I agree to be quoted directly.
	I agree to be quoted directly if my name is not published and a made-up name (pseudonym) is used.
	I agree that the researchers may publish documents that contain quotations by me.

All or part of the content of your interview may be used;
- In academic papers, policy papers, or news articles
- On our website and in other media that we may produce, such as spoken presentations
- On other feedback events
- In an archive of the project as noted above,

By signing this form, I agree that;

1. I am voluntarily taking part in this project. I understand that I do not have to take part, and I can stop the interview at any time;
2. The transcribed interview or extracts from it may be used as described above;
3. I have read the Information sheet;
4. I do not expect to receive any benefit or payment for my participation;
5. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality;
6. I have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future.

_____
Printed Name

_____   **_____**
Participants Signature   **Date**

_____   **_____**
Researchers Signature   **Date**

Contact Information

The Swiss School of Business and Management Ethics Board has reviewed and approved this research. If you have any further questions or concerns about this study, please contact:

Name of the researcher: Mohammed Ali Athar Ahmed
Address: _____
Phone: _____
Email: mohammedahmedindia@gmail.com

You can also contact the supervisor:
- Name Dr. Ramesh Kumar
- Email: ramesh.kumar@ssbm.ch

What if I have concerns about this research?
If you have any apprehensions about this research or are concerned about how it is being conducted, you can contact SSBM by email at contact@ssbm.ch.

Interview: Personal mastery and performance mindset for leaders- success system to create desired professional/business results. The interview will be face-to-face or on Zoom's meeting platform, and interviews will begin with introductions and an overview of the topic.

A. I will advise the participants that I am sensitive to their time and thank them for agreeing to participate in the study.

B. The participants will be reminded that the interview will be recorded, and it will be confidential and completely private.

C. As soon as I turn on the recorder, I will express the participant's identification code and interview date.

D. The interview will last for 40 to 90 minutes to get answers to the 14 interview questions and follow-up questions.

E. By providing participants with transcribed data and requesting confirmation of the collected information's accuracy as soon as feasible, I will also explain the idea and plan for member checking as soon as the interview ends.

F. The interview will end with a warm thank you for participating in the study after verifying all responses recorded to the participants' satisfaction.

Interview Questions.
This study's central research question is:
What mindset and strategies do individuals in leadership positions use to attain personal mastery and develop a peak performance mindset?

1. Can you tell me more about yourself, your age, educational background, and employment status?

2. Do you have a vision for your company, and if yes, how often do you think or talk about it?

3. How important and relevant is your vision to you on a scale of 1 to 10, one being not important and irrelevant and ten being crucially important and highly relevant, and how do you stay true to their vision?

4. Can you give me an example of how you achieve Personal Mastery: how you align your thoughts, actions, and behaviors with your professional/business vision?

5. How would you describe your Peak Performance Mindset, what thoughts and beliefs is it made of that keep you focused, confident, and motivated?

6. How do you stay resilient in facing failure or setbacks in your professional/business life?

7. Could you think of a time when you were not in a peak state and had to use one of your technical skills (maybe a presentation or creating reports or a meeting with people you are not comfortable with, or when hiring/interviewing someone) under pressure, and you had a few seconds to act. You had to shrug off the limiting/negative self and get into the state of Peak Performance?

8. How do you attain Personal Mastery and access the Peak Performance state at will?

9. Could you think about an experience of misalignment caused due to inner conflict? How did you overcome the issue to regain alignment?

10. How do you keep taking consistent action after the initial motivation subsides? What strategies and beliefs keep you moving forward?

11. What ideas, beliefs, or strategies do you have to manage your work and personal life?

12. Could you share your strategies and ideas that help you seek diverse perspectives and data about specific professional/business situations?

13: What personal meaning have you attached to this purpose of realizing your vision?

14. What steps would you take when you lack PM, and your PPM weakens? What strategies or pathways/avenues will you embark upon?

Follow-up questions:

Follow-up questions for question number 2: How does it compel or encourage you to attain Personal Mastery-how do you think about it? Do you imagine images? Are you aware of the self-talk, and where do you feel it?

A follow-up question for question number 3: What do you do daily or most days to stay true to your vision?

Follow-up questions for question number 4: What are the beliefs/thoughts and strategies you have to stay aligned with your vision? Most importantly, when you get derailed and distracted from your vision. How self-aware are you? What's your self-talk?

A follow-up question for question number 5: Can you describe a situation where a peak performance mindset helped you achieve a challenging professional/business goal?

Follow-up questions for question number 6: Can you give an example of when you encountered obstacles while pursuing a professional/business goal? How did you overcome those obstacles?

Follow-up questions for question number 7: How did you do that? What did you say to yourself? Was there a particular physiology you shifted to get into the state and accomplish the task?

Follow-up questions for question 8: What strategies, beliefs, or physiology helped you? What did you tell yourself? What thoughts did you have? How was your physiology? I mean, your posture, your shoulders, breathing, and facial muscles, what stood out?

A follow-up question for question number 9: Could you talk about the beliefs that sailed you out of this situation?

A follow-up question for question number 11: How do you handle conflict between your personal and professional life?

Follow-up questions for question number 13: Why are this vision and purpose significant to you? What subjective values do you get to live by pursuing this purpose? What values will you live? What legacy do you want to leave through your business? What motivates you to pursue this particular business venture?

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