

1 Career Derailment:

2 Burnout and Bullying at the Executive Level

3
4 Lynne McCormack¹

5 ¹University of Newcastle, Australia

6
7 Sleiman Abou-Hamdan²

8
9 ²University of Canberra, Australia

10 Stephen Joseph³

11 ³University of Nottingham

12 Acknowledgement: The authors would like to thank the participants who generously gave of
13 their time for this study.

14 Address for Correspondence:

15 Lynne McCormack PhD

16 Senior Lecturer/Clinical Psychologist

17 School of Psychology

18 Faculty of Science and IT

19 University of Newcastle,

20 NSW 2308 Australia

21 E-mail: lynne.mccormack@newcastle.edu.au

22
23 **Word count:**

24
25 **Abstract: 180**

26
27 **Manuscript: 5610 including references**

28
29 **Career derailment:**

30
31 **Burnout and bullying at the executive level**

32
33
34 **Abstract**

35
36 Executive derailment refers to unexpected and unwanted changes in the trajectory of an
37 executive career caused either by factors within the person or by organisational factors
38 external to the person, or a combination of both, leading to loss of identity. This
39 phenomenological study explored subjective experiences of four high functioning
40 professionals who had experienced executive derailment. Semi-structured interviews were
41 conducted and data were analysed using Interpretative Phenomenological Analysis (IPA).
42 Results showed four superordinate themes that encapsulated a trajectory from severe loss of
43 identity, integrity, and livelihood, to newly defined authenticity following derailment: (1)
44 *Self-doubt and blame; (2) targeted bullying; (3) psychological vulnerability and distress; and*
45 *(4) Meaning-making and personal growth.* The first three themes highlight varying levels of
46 psychological distress and burnout and the vicarious impact on family life. The fourth theme
47 involved a redefined self-integrity where forgiveness and psychological recovery could
48 emerge and allow for a reconsideration of career pathways. The recognition that personal
49 and professional growth can arise following executive derailment is a novel finding with
50 important implications for coaches. A positive psychological and growth-oriented mindset
51 may be helpful in harnessing change with executives following derailment.

52
53 **Key words:** *Derailment, burnout, bullying, psychological distress, growth.*

57 **Introduction**

58 Executive derailment, or the demise of an executive career, is involuntary demotion or
59 being made redundant below the level of anticipated achievement (Lombardo, Ruderman &
60 McCauley, 1988). Executive derailment can occur from factors internal or external to the
61 person. Internal factors can affect an individual's ability to self-reflect creating blind spots in
62 relation to leadership and sensitivity to others (Van Velsor & Drath, 2004). External factors
63 include organisational restructuring particularly in times of economic decline, or work-place
64 bullying (Gray, Gabriel, & Goregaokar, 2015; Kellerman, 2004; Lombardo, Ruderman &
65 McCauley, 1988). However, there is a paucity of research into external factors. Therefore,
66 this study explored the subjective interpretations of high functioning professionals who had
67 been derailed by external factors. It sought both positive and negative subjective
68 interpretations of experiencing organisational restructuring and/or executive level bullying.

69 High functioning executives have been shown to differ significantly from the general
70 population in attributes of empathy, self-regard, reality testing and problem solving (Stein,
71 Papadogiannis, Yip, & Sitarenios, 2009). Furthermore, they tend to exhibit emotional, social
72 and cognitive competencies across a variety of settings and cultures (Ryan, Emmerling &
73 Spencer 2009) which predict the ease at which they manage tasks and people, provide
74 training, and retain employees (Ryan, Emmerling & Spencer 2009; Stein, Papadogiannis,
75 Yip, & Sitarenios, 2009). As a consequence, derailment of high functioning individuals can
76 have costly effects on working relationships, productivity, financial outcomes, and
77 organisational functioning (Gillespie, Walsh, Winefield, Dua, & Stough, 2001; Lombardo &
78 McCauley, 1988). Additionally, the cost of derailment to the individual is also high
79 including a catastrophic loss of identity often impacting on family life, income, and
80 psychological wellbeing (McCall, 2003). Thirty to fifty per cent of high functioning
81 managers are estimated to derail at some time in their career (Lombardo & Eichinger, 1995).

82 Career executives are most commonly midlife (ages 38-50), a critical time in which
83 self-reflection and an evaluation of former dreams and current achievements often occurs
84 (Webb, 2006). However, for some executives, grandiosity, or feelings of superiority, can
85 inhibit self-reflection creating blind spots in their leadership style and sensitivity to others
86 (Van Velsor & Drath, 2004). Without awareness, derailment can occur. For others,
87 derailment can occur following organisational restructuring, poor or inaccurate feedback,
88 overly demanding timelines and workloads, or through work-place bullying (Gray et al.,
89 2015; Kellerman, 2004). At the very top of the executive chain, corporate psychopathy
90 resulting in abusive and bullying behaviours to second level managers has led to long periods
91 of stress leave, high turnover, negative organisational outcomes, and derailment (McCleskey,
92 2013).

93 Three dynamics of derailment have been identified. Two are regarded as integral
94 interpersonal flaws in the individual, for example, 1) a strength becomes a weakness (such as
95 technical expertise becoming less important than team building skills); or, 2) the individual
96 exhibits negative personality traits (such as a lack of interpersonal sensitivity) or is
97 psychologically unwell. A third less researched cause of executive derailment relates to
98 factors external to the individual including organisational changes (Lombardo, Ruderman &
99 McCauley, 1988) and within-company bullying (Gray, Gabriel, & Goregaokar, 2015).
100 However, little is known of how individuals make sense of executive derailment that is not of
101 their own making (Gentry & Shanock, 2008).

102 Workplace bullying is a behaviour used by one person to control another and involves
103 “repeated, unreasonable behaviour directed towards a worker or a group of workers, that
104 creates a risk to health and safety” (Work Safe Australia, 2011, p. 4). Bullying can manifest
105 in direct or indirect forms. Direct forms include offensive behaviour and spreading
106 misinformation or malicious rumours. Indirect forms can include “unreasonably overloading

107 a person with work, constantly changing deadlines, deliberately excluding a person from
108 normal work activities, withholding vital information, or deliberately changing work
109 arrangements, such as rosters and leave, to inconvenience a particular worker or workers”
110 (Work Safe Australia, p.4). In 2011, the Australian Productivity Commission estimated the
111 national annual cost of productivity losses associated with workplace bullying to be between
112 \$6 and \$36 billion (Guilliatt, 2011). Burnout is often a consequence of bullying as the
113 targeted individual strives to respond to criticism, self-doubt and confusion.

114 Executive or managerial burnout is “a state of depletion of a person’s resources and
115 energy, resulting in apathy and inexpressive behaviour towards others, having dysfunctional
116 repercussions on the individual and adverse effects on organizations” (Sharma, 2007, p. 23).
117 The effects of burnout can be physical, behavioural and psychological. Physical symptoms
118 may include emotional exhaustion, psychological symptoms may include depersonalisation
119 or perceived lack of personal accomplishment, while behavioural signs may include
120 withdrawal, resentment, disenchantment, discouragement, boredom or confusion
121 (Freudenberger, 1981). Lack of performance feedback, heavy workload, time pressure,
122 conflicts surrounding roles in the workplace, low social support and a lack of independence
123 were identified as factors related to burnout (Schaufeli & Enzmann, 1998).

124 Psychologically, a burnt-out executive may have difficulties with emotional regulation,
125 and the slightest trigger may initiate feelings of anger, or a suspicious attitude involving
126 paranoia. Continued dissatisfaction with the work situation may lead to depersonalisation,
127 depression or physical ailments. Rigidity may also emerge as a serious personality
128 manifestation, where the person may become closed to any input, and thinking may become
129 inflexible (Freudenberger, 1981).

130 The wellbeing of high functioning executives and professionals is closely linked to
131 burnout and career derailment. Some individuals who feel that they have been unjustly

132 harmed by an employer may develop mental health problems (McCormack & Joseph, 2013).
133 Furthermore, profound despair has been reported by executives derailed and unemployed in
134 their 50's (Gabriel, Gray & Goregoakar, 2010), while major depression has been found in up
135 to twelve percent of former Danish managers after they discontinued work (Bech, Andersen,
136 Bech-Andersen, Tonnesen et al., 2005). Role overload and lack of social support are
137 predictors of major depression in managers (Bech et al.) and, as previously discussed, were
138 identified as factors related to burnout (Schaufeli & Enzmann, 1998). As yet, little is known
139 of the effects of derailment on family and relationship breakdown, long term unemployment
140 or suicide.

141 However, though stressful and traumatic events can have severe and chronic effects on
142 a person's psychological functioning, there is also evidence that positive psychological
143 growth can result from challenging and adverse events, commonly referred to as
144 posttraumatic growth (Joseph, 2011). Such growth can be viewed as the process of trying to
145 make sense of this highly challenging period, which has shattered previous goals, beliefs and
146 expectations. Growth may also involve personality development and unpacking of values to
147 accommodate new facts and experiences, in turn modifying a person's worldviews and life-
148 direction. Although this literature has developed in relation to traumatic events, it might be
149 that similar experiences of personal growth can arise from experiences of executive
150 derailment which also shatter previous goals, beliefs and expectations.

151 A few studies have explored how individuals make sense of events in the workplace
152 that have resulted in major and sometimes traumatising changes to life-direction. Executive
153 nurses, for instance, were able to turn job loss into successful career transitions (Carroll,
154 DeVincinti & Show, 1995). Webb (2006) found that with the assistance of an executive
155 coach, a derailed executive in the legal profession was able to identify his cognitive blind
156 spots and detrimental behavioural patterns through awareness of his personality structure.

157 Self-awareness has been identified as a key factor for avoiding and preventing burnout
158 and career derailment (Gentry & Shanock, 2008). It aligns well with psychological
159 flexibility, described as a fluid construct in the real world and important for psychologically
160 healthy transaction between leaders, their staff and the work environment (Kashdan &
161 Rotterburg, 2010). Executives and leaders with psychological flexibility: (1) adapt to
162 fluctuating situational demands, (2) reconfigure mental resources, (3) shift perspective, and
163 (4) balance competing desires, needs, and life domains (Kashdan & Rotterburg, 2010). High
164 achievers who are psychologically inflexible, lack awareness of their weaknesses and
165 strengths, or are unable to adapt to changes in their job environment, may be at risk of
166 potential derailment.

167 Although there is a great deal of research exploring characteristics of leadership (see
168 Hogan, Hogan & Kaiser, 2009), and some research reporting on executives who have
169 recovered from a career derailment (see Kovach, 2001), there is a paucity of rich qualitative
170 research into the ‘lived’ experience of career derailment distress in the context of
171 organisational change and bullying in high functioning professionals, and its impact on
172 psychological wellbeing. In addition, there is a lack of individual subjective interpretation of
173 the experience of career derailment as a product of organisational changes and workplace
174 bullying.

175 This qualitative study seeks to explore the ‘lived’ experience of being derailed at the
176 executive and professional level from external factors such as organisational restructuring
177 and/or executive level bullying. It is interested in both positive and negative subjective
178 interpretations of high functioning professionals particularly the impact on psychological
179 wellbeing. It is hoped that findings from this study will inform organisations, professionals,
180 therapists and coaches regarding the impact, prevention, and management of career
181 derailment and executive burnout.

182
183
184
185
186
187
188
189
190
191
192
193
194
195
196
197
198
199
200
201
202
203
204
205

Method

Participants

Following university ethical approval from the Committee for Ethics in Human Research, the participants of the study were sourced through email correspondence with organisations and ‘think tanks’. It sought executives or professionals who met the selection criteria, i.e. senior professionals who had experienced the phenomenon of derailment through external factors. Four participants (one female and three male) aged between 47 and 64 participated in the study. They were all past or current senior-ranking high achievers who had experienced psychological distress following interruption to a successful and high functioning career through negative organisational changes and/or bullying.

Pseudonyms were used for confidentiality. The first participant (Diana) was in a leadership position and on track to become a General Manager, however, after an organisational merger, she described that she was micromanaged and bullied by an externally instated General Manager. The second participant (Chris) was a retired emergency services senior manager who reported that he experienced negative organisational changes which resulted in a significant increase of his workload. He reported that he was subjected to bullying through false accusations and experienced subsequent ‘executive burnout’. The third participant (Les) was a consultant physician who explained that he was targeted and threatened with medical incompetence by an area health authority executive. He described these threats as harassment and bullying over an extended period of time. The fourth participant (Liam) was a senior manager who experienced organisational changes that resulted in forced redundancy. All four participants were high achievers who reported having worked successfully at senior levels for many years until the identified incidents. All reported that they experienced psychological distress for which they were either unprepared

206 or lacked the resources to overcome. As a result of their distress, they all sought help from
207 psychological or medical professionals.

208 **Analytic strategy**

209 Unlike Grounded Theory or Discourse Analysis, interpretative phenomenological
210 paradigms such as Interpretative Phenomenological Analysis (IPA) have a critical realism
211 perspective of the world focusing on how individuals socially construct and interpret their
212 world (Blaikie, 2000). As such IPA is closely aligned with the social view of symbolic
213 interactionism which accepts that: 1) people act toward things based on the meaning those
214 things have for them; 2) these meanings are derived from social interaction; and, 3) meaning
215 is modified through interpretation (Blumer, 1969; Denzin, 1995). Therefore, IPA as an
216 idiographic method (Smith & Osborn, 2008) allows researchers to unfold the idiosyncratic
217 nature of each participant's narrative and meaning making of a specific phenomenon from
218 their socially constructed world allowing both diverse and converse themes to emerge.
219 Similarly, due to its iterative investigative style, IPA is recommended for investigating
220 previously unexplored topics where subjective meanings, values and beliefs are important but
221 poorly understood (Smith, 1996). At all times the researcher strives to stay within the
222 interpreted world of the participant using a 'double hermeneutic' to reflect and clarify the
223 participant making meaning of his/her experience (Smith, 1996).

224 **Procedure**

225 A semi-structured interview using a funnelling technique was developed according to
226 the protocols of IPA (see Tables 1 & 2; Smith, Flowers & Larkin, 2009). This allowed the
227 phenomenon under investigation to be explored from general to specific interpretations.
228 Target questions were used to prompt responses in an attempt to understand the subjective
229 'lived' experiences of executive derailment. The questions aimed to capture both positive
230 and negative interpreted meaning of experiences. Participants were informed of the study's

231 aims and that they could withdraw at any time and request their interviews be destroyed.
232 Prior to the interviews, the participants were given a summary of the research aims.
233 Following consent, semi-structured interviews were conducted at the University Health
234 Clinic, via telephone or over Skype ©, as preferred by the participants as three of the
235 participants were located in another city or overseas. Each interview lasted approximately
236 one hour. Data were collected using a digital voice recorder and transcribed for analysis by
237 the first researcher and provided to the relevant participant to confirm its accuracy.

238 -insert Tables 1 and 2 about here-

239 **Data Analysis**

240 The transcriptions were individually analysed using IPA as outlined by Smith, Flowers
241 and Larkin (2009) (see Table 1). The process includes: (a) reading and re-reading with initial
242 notations; (b) development of emergent themes; (c) searching for connections across
243 emergent themes; and (d) looking for patterns across cases (Smith et al. 2009). This process
244 is a cyclical, re-iterative process, and involves constant revisiting of the transcripts seeking
245 both convergent and divergent emergent themes that are richly highlighted in the data.
246 Independent audits of the transcripts were conducted by authors 1 and 2 and evaluated by
247 author 3 to ensure validity of the themes across the data set.

248 Unlike nomothetic research studies, each participant is a unit of analysis on their own
249 terms. IPA requires the researchers to suspend their own beliefs, judgement and values when
250 interpreting the participants' understanding of their experiences. Following independent
251 auditing, robust discussion between the researchers is necessary to validate thematic
252 representation of the participants' interpretation of events.

253 **Validity and reliability**

254 This study followed the rigorous protocols of IPA to ensure trustworthiness,
255 verification, credibility, and dependability. Guba and Lincoln's (1981; 1982; 1989) earlier

256 recommendation that researchers conduct a post hoc evaluation to support trustworthiness,
257 has more recently acceded to a continual process of verification involving “checking,
258 confirming, making sure, and being certain” (p. 17, Morse, 2011). Therefore, in defining
259 rigor in qualitative research, reliability and validity is addressed through adherence to the
260 steps of the particular methodology utilised in accordance with its philosophical stance
261 (Smith, 1996). As such, design quality is driven by within-design uniformity and analytic
262 expertise (Tashakkori & Teddlie, 2009).

263 Importantly, in seeking subjective interpretations of a particular phenomenon,
264 qualitative research is not concerned with external reality, a primary concern of validity
265 (Denzin & Lincoln, 2011) but rather the internal subjective account of reality. Furthermore,
266 IPA seeks both convergent (across all transcripts) and divergent (within one transcript)
267 themes aiming to produce rich uniqueness of themes rather than saturation of themes. In
268 IPA, rigour is reliant on adherence to methodological steps (see Smith, 2011).

269 Other protocols in IPA sanction rigour including purposive sampling of a small
270 homogenous group; funnelling down to the phenomenon being explored; and the double
271 hermeneutic investigative focus of interviewing (Smith, Flowers & Larkin, 2009). The
272 argument for inter-rater reliability fluctuates as important or not (Armstrong, Gosling,
273 Weissman & Marteau, 1997) whereas strict adherence to independent auditing by the
274 researchers, prior to collaborative consensus of themes substantiated by the data, remains a
275 crucial step in IPA protocols (see Smith et al., 2009).

276 **Author’s perspective**

277 Interpretative analysis is intersubjective thus the investigator is positioned relative to
278 their own biases and presuppositions which need to be stated. The greatest threat to
279 credibility in qualitative research is the investigators’ inability to remain open to the data,
280 sensitive and creative in their social enquiry, and adhere to the rigorous steps of the chosen

281 method informed by philosophical underpinnings (Schwandt, 2015). All authors are
282 clinicians and researchers in the field of trauma. The third author is also a qualified coaching
283 professional. The authors challenged each other's interpretation throughout the investigation
284 eliminating any theme that could not be unanimously agreed by all authors.

285 **Results**

286 Four superordinate themes emerged which are organised as four phases in a trajectory
287 towards personal growth: 1) *Self-doubt and blame*; 2) *Targeted bullying*; 3) *Psychological*
288 *vulnerability and distress*; and 4) *Meaning-making and personal growth*. Participants'
289 quotations are presented to describe and illustrate these four themes. Three of the four
290 themes describe each participant's lived experience of the negative effects of derailment,
291 including the distress of seeing their livelihood undermined, their goals eroded or
292 extinguished, as well as the psychological distress and vicarious impact on their family life.
293 The fourth theme describes subsequent meaning making and psychological growth through,
294 and following, their redefining of the 'self'.

295 **Self-doubt and Blame**

296 The first superordinate theme describes how participants perceived the initial stages of
297 derailment, changes in life circumstances and subsequent perceived changes in mood states.
298 It also describes doubting the efficacy of existing coping strategies and questioning of one's
299 capacity and self-belief.

300 For three of the participants, the derailment occurred following an organisational
301 restructure. Following a doubling of his work-load, the desire to maintain his identity and the
302 shame of failing pushed Chris towards psychological vulnerability:

303 I was pedalling really hard ... it's part of my character not to fail, I have a very
304 strong sense of not wanting to fail, and so that was to the detriment of my (mental)
305 health ... I didn't have the wisdom to step back.

306 Liam perceived the changes as a threat to his identity, blaming himself for not being
307 able to adapt to the changes:

308 I was very angry of what they were doing to the whole structure that we set up I
309 couldn't cope with it and that's why I cracked up.

310 Diana became self-critical and began doubting her abilities:

311 I missed out on the promotion and thought obviously I wasn't doing something
312 right ... in the first couple of years I was almost paranoid.

313 Les also had thoughts of self-doubt and victimisation:

314 During this experience I had my doubts that maybe I wasn't quite as good a doctor as I
315 thought. I had a sense of injustice that I had done nothing wrong and yet I've been black
316 banded from the hospital which is part of my profession; which is part of my livelihood.

317 **Targeted Bullying**

318 This theme describes internal reactions to perceived external threats to wellbeing and
319 schema. It describes the debilitating feeling of being bullied or, as reported by Chris, being
320 falsely accused of bullying. Feeling targeted emerged through over management to the point
321 of micro-management, having doubts placed over one's reputation, and being unjustly
322 summoned to explain behaviours.

323 Diana felt targeted unjustly by the level of micro-management that undermined her
324 sense of competence:

325 He was using isolating behaviours; one minute I'd be told that I shouldn't be
326 talking to a colleague...the next minute I'd be told that it was all ok...I would get
327 my work constantly scrutinised, and he basically micro managed people until they
328 couldn't do anything.

329 Les described his initial inability to recognise that he was being targeted with bullying
330 by his senior executive manager:

331 It took me a while to realise that she [the senior executive] had effectively put a
332 black ban on me, she would veto them [my job applications] without anything in
333 writing.

334 Chris experienced the shameful loss of reputation associated with derailment:

335 It was a difficult five months because everyone knew about the accusation, my
336 reputation was tainted.

337 Les described how it impacted on his professional identity and livelihood:

338 There was a cloud over me. Many of the local GPs in the area they thought that I
339 was under suspicion. It was impacting on my professional work and my livelihood.

340 **Psychological Vulnerability and Distress**

341 *Psychological vulnerability and distress* also consistently emerged as a theme across
342 participants, and captured the cumulative effect of derailment.

343 I was overloaded with work, and then the false bullying and harassment claim were
344 made against me ... I didn't spring back, I didn't come back from those claims, and
345 I eventually fell over ... and I had strong suicidal tendencies. (Chris)

346 Feeling unwanted at the workplace increased vulnerability to high risk thoughts and
347 behaviour:

348 I suddenly slipped down hill in a big way ... I used to fly off the handle pretty
349 easily, once, a couple of times I got into the car and took off, and disappeared for
350 an hour, and there were a couple of times I felt like driving the car into a tree, in
351 that 12 month period. (Liam)

352 Accustomed to accepting responsibility, the lack of validation and the insidiousness
353 of bullying contributed to mental health difficulties:

354 I felt like a *failure* ... and I just went into I suppose a depressive spiral, over a
355 period of about six months ... but I didn't recognise that I was depressed at the
356 time. (Diana)

357 The powerlessness of their situations, and feelings of being unsupported in the
358 workplace, led to behaviour that isolated the participants from their loved ones, and
359 vicariously contaminated other areas of their lives. Participants were not able to cope with
360 the changes and felt that others also did not understand what they were experiencing. Both
361 Chris and Les described breakdowns in family relationships:

362 We were under pressure, the kids were stressed and didn't know what was going
363 on ... and it was one of the reasons my marriage had come to an end. (Les)
364 Struggling to manage the spiralling downwards sense-of-self in the aftermath of extreme
365 invalidation, relationships suffered irreparable damage:

366 My anxiety and my poor reactions to some family members and their inability to
367 understand my mental health, has caused a breakdown to those relationships.

368 (Chris)

369 The decision not to complain about the bullying or the false accusations of bullying
370 contributed to regret and a lack of closure from two participants:

371 In hindsight and reflection, I should have gone outside the organisation, gone to an
372 independent person or other Government agency and taken action against these
373 individuals. (Chris)

374 For some, the inability to challenge acts of injustice, resonate as unfinished business:

375 I haven't entirely let it go, it's still quite an intrinsic part of my life but it just
376 doesn't make it feel as depressed and as unhappy as it used to. (Diana)

377 Chris regretted not accepting his own limits, allowing things to "fall over":

378 I should have stood my ground and basically said "no" ... I should have allowed
379 some things to fall over, and that would have proven that it didn't work. But I
380 proved that it did work for a couple of years because I did it, but it was at the
381 expense of my health.

382 **Meaning-making and Personal Growth**

383 Participants reported that re-appraisals of new meanings were achieved after
384 experiencing self-awareness and moments of self-realisation, and mobilisation of internal
385 agency:

386 12 months later, I read an article ... on psychopathic bullies ... it made me feel a
387 lot better, I actually finally felt that I had something I could hold on to, to describe
388 what had happened (Diana)

389 Moments of self-realisation clarified that the fears of ongoing bullying were irrational,
390 providing increased awareness and relief from the emotional pain of self-doubt and self-
391 blame:

392 I was fearful of meeting my old boss, literally fearful, the old sweaty hands thing,
393 and I realised at that point that a lot of what I was feeling wasn't rational, and the
394 churn I was having over this, and that was I suppose was a point of clarity to me.
395 (Diana)

396 Les slowly began to regain his sense of direction and sought redress by taking action against
397 what he felt was an attack on his integrity and livelihood. He began to re-honour himself and
398 trust his judgement again:

399 It took me a year to wake up that this wasn't gonna go away ... It took me a while
400 to wake up to the fact that unless I got to an external body to pass judgement on the
401 whole issue, nothing was ever gonna change.

402 The distress of the burnout was reappraised as an opportunity for increased self-knowledge
403 and better judgement:

404 The really important lesson that I've learned that in my life I've pushed myself too
405 hard on too many fronts. (Chris)

406 Positive and genuine professional and social support resulted in feeling understood and cared
407 for:

408 The thing that I'll always remember is my doctor saying, "I understand what you're
409 going through, I know what the problem is and I understand it all." (Liam)

410 In addition to describing the support she received from her partner, Diana in particular
411 described the value of having a personal coach in providing her with practical solutions:

412 I think the personal coach has probably been the biggest impact. I mean time to
413 some degree would almost certainly have moved me on and got me to a better
414 place, but I think the personal coach helped the most.

415 One participant considered the stressful events were an opportunity for learning:

416 In everyone's life a little rain must fall ... about time I got a kick in the pants. (Les)

417 In particular, Diana redefined herself:

418 I got a lot fitter and socialising with friends a lot more, I'd gone back to university
419 ... I said ok I need to get fit, I need to look after myself a bit, was trying many of
420 those [self-development] things, and reconnect with my friends ... I became a bit
421 better saying well, I'm not coping with this at the moment, maybe take some
422 workload off me.

423 One participant found a level of peace by defusing the anger, shame and pain and replacing
424 them with forgiveness:

425 The importance of being able to forgive and move on is a very important lesson I
426 have learned and still learning. (Chris)

427 Having experienced the distress of derailment, participants expressed their desire to help
428 others who are going through similar life changing experiences:

429 I hope that sometime in the future I may have the ability to speak into the lives of
430 others who have had a similar experience ... I can see and hope that it would be of
431 assistance to others. (Chris)

432 Increased empathy was also reported by participants:

433 I find that I'm more aware of people; I can see the signs in people who are having
434 trouble ... I think I'm far more tolerant of people who are finding it tough at work
435 than I probably was if I hadn't gone through it. (Liam)

436 Significant changes in life purpose were reported. It appeared that by re-appraising her
437 priorities, Diana's psychological flexibility allowed her to change her identity from a senior
438 manager to a consultant. By making this difficult decision, a very positive change occurred
439 as she described increased contentment:

440 This experience has been a key to personal growth, and it probably pushed the
441 personal growth in a quite a different line to what might have happened if I had not
442 been in that situation, if I had not have been in that situation. (Diana)

443 Changes in thinking styles also resulted in significant increases in productivity:

444 I suppose I stopped fighting with myself on a lot of things. I actually got a lot
445 happier and more content ... I stopped being so task focused, and started sleeping
446 again which was good ... and I was probably not as productive as I am now as
447 well. (Diana)

448 New meanings involved regaining the feelings of spirituality and connectedness, and re-
449 gaining a sense of identity:

450 In my early twenties I had a quite a strong sense of self, and I felt I'd actually lost it
451 in the corporate climb and, I think that this [the derailment experience] gave me an
452 opportunity to regain some of that. (Diana)

453 One participant regained his subjective self-worth by rechanneling his energy from fighting
454 change to adapting to the change, and re-gaining recognition for his work in an alternate
455 field:

456 I get a lot of satisfaction from what I'm doing now, I'm contributing back to the
457 industry ... I think the experience that I gained since I've left has made me a better
458 person. (Liam)

459 For another, the decision to make a formal complaint and stand up against perceived injustice
460 was related to better outcomes and more closure. Perceptions of increased resilience, self-
461 worth, and authenticity surfaced:

462 I'm far more prepared if there was ever such a second event, that I would be far
463 more assertive and aggressive and much much quicker at not letting the issue drag
464 on ... I'm pleased I stuck it out. I would always have had the doubt that maybe she
465 was right, maybe I wasn't performing up to scratch ... I really would have always
466 had a cloud over me that in some way I just wasn't performing appropriately.

467 (Les)

468 **Discussion**

469 This study provides an insider's lens on career derailment in high level
470 executives/professionals. Such understanding is important for coaching psychologists,
471 particularly how these experiences provide opportunities for new meaning making, and
472 personal and professional growth. Specifically, the implications for coaching psychologists
473 include the importance of being aware of the early warning signs of burnout in high
474 functioning individuals, the importance of acting on these signs with psychological flexibility
475 as early as possible, but in a way that helps the executive to find new and more purposeful
476 direction. The notion that career derailment may provide a springboard for positive change is
477 a novel result and one that has significant implications for executive coaching.

478 Traditionally, the experiences that arise from career derailment such as burnout have
479 been discussed in relation to which remedial clinical interventions might best be able to help
480 the individual. Coaching psychologists are well placed to recognise and refer onwards when
481 other services are needed. However, our research suggests that there is a larger coaching role
482 in which the client can be helped to draw on their agency towards positive psychological
483 outcomes. As such, coaching that facilitates self-questioning, openness to change, and
484 maintains a growth-mindset may best help the executive overcome adversity and move

485 forward more purposefully. As highlighted by Webb (2006), coaches can tap into the
486 different stages of the lifespan and promote change as part of a life adventure that can inform
487 executive wisdom. Specifically, applications from positive psychology and the field of
488 posttraumatic growth which help clients to harvest hope, identify change, and re-author their
489 lives seem relevant (Joseph, 2011).

490 The current research offers an in-depth and rigorous qualitative investigation of four
491 participants but further research is needed. First, there is a need for research into what makes
492 for effective coaching following career derailment, but also to understand more fully what
493 defines successful coaching. The benefits that arose for these participants following
494 derailment appear to be as much related to changes in personal direction and new priorities in
495 life as they are to do with the enhancement of their career. Future research with executives
496 who report personal and professional growth subsequent to derailment might specifically
497 probe for what it is that they found helpful in making this transition from a state of distress
498 and vulnerability and to explore the relevance of the concept of posttraumatic growth.

499 Second, qualitative studies do not offer generalisability. However, there is no reason to
500 expect that our findings will not apply to other groups of professionals where derailment has
501 occurred due to extrinsic factors i.e., bullying or organisational restructuring. What is less
502 certain is whether growth is as likely when derailment occurs as a result of intrinsic
503 personality attributes of the individual. Future research could specifically examine the
504 experiences of individuals following executive derailment caused by intrinsic factors.

505 Third, it is important for organisations to understand that the cost of executive
506 derailment is high. For that reason, organisations need to be aware of the risks to their
507 executive staff of derailment when carrying out organisational restructuring. When
508 derailment is due to re-organisational strategies, organisations could promote flexible and
509 creative opportunities to redefine identities and grow psychologically and keep on track those

510 who might otherwise derail, contributing to retention of valuable individuals. Similarly,
511 bullying at the executive level requires specific procedural and psychological support. When
512 bullying is responsible for derailment an organisation can lose a high functioning individual
513 who is the victim of bullying but retain the perpetrator, who may continue to disrupt
514 productivity. Early identification of disruptive and bullying behaviours is essential. In both
515 these situations, coaching psychologists are able to bring independent and fresh perspectives.

516 Finally, organisations need to recognise that derailment experiences are common and
517 work towards reducing the stigma that may be attached to it, and to understand that when
518 derailment occurs it can actually provide opportunities for the personal and professional
519 growth of the executive which in turn can be to the benefit of the organisation.

520

521

522

523

524

525

526

527

528

529

530

531

532

533

534

535
536
537
538
539
540
541
542
543
544
545
546
547
548
549
550
551
552
553
554
555
556
557
558
559

References

Bech, P., Andersen, M.B., Bech-Andersen, G., Tonnesen, S., Agnarsdottir, E. & Borg, V. (2005). Work-related stressors, depression and quality of life in Danish managers. *European Psychiatry, 20*, 318-325.

Blumer, H. (1969). *Symbolic Interactionism; Perspective and Method*. Englewood Cliffs, NJ: Prentice-Hall

Carroll, T. L., Di Vincenti, M. & Show E. V. (1995). Nurse executive job loss: Trauma or transition. *Nursing Administration Quarterly, 19*, 4-11.

Denzin, N. K. (1995). *Symbolic interactionism*. In J. A. Smith, R. Harre and L. Van Langenhove (eds). *Rethinking Psychology*. Sage: London. 43-58.

Freudenberger, H. J. (1981). *Burn-out: The high cost of high achievement*. Toronto. Bantam.

Gabriel, Y., Gray, D. E. & Goregaokar, H. (2010). Temporary derailment or the end of the line? Managers coping with unemployment at 50. *Organization Studies, 31*, 1687-1712.

Gentry, W. A. & Shanock, L. R. (2008). Views of managerial derailment from above and below: The importance of a good relationship with upper management and putting people at ease. *Journal of Applied Social Psychology, 38*, 2469–2494.

Gillespie, N.A., Walsh, M., Winefield, A.H., Dua, J. & Stough, C. (2001). Occupational stress in universities: Staff perceptions of the causes, consequences, and moderators of stress. *Work and Stress, 15*, 53–72.

Gray, D. E.; Gabriel, Y., & Goregaokar, H. (2015). Coaching unemployed managers and professionals through the trauma of unemployment: Derailed or undaunted? *Management Learning, 46*, 3; 299-316.

Guilliatt, R. (2011, November 26-27). Workers at war. *The Weekend Australian Magazine*, pp. 14-19.

560 Hogan, J., Hogan, R. & Kaiser, R. B. (2009). Management derailment: Personality
561 assessment and mitigation. In Zedeck, Z. (Editor). *American Psychological Association*
562 *Handbook of Industrial and Organizational Psychology*. Washington, DC: American
563 Psychological Association. Retrieved from
564 http://www.3minutemile.co.uk/images/uploaded/news_601802.pdf

565 Joseph, S. (2011). *What doesn't kill us: The new psychology of posttraumatic growth*.
566 New York: Basic Books.

567 Kashdan, T B. & Rottenberg, J. (2010). Psychological flexibility as a fundamental
568 aspect of health. *Clinical Psychology Review*, 30, 865-878.

569 Kovach, B. E (2001). Successful derailment: What fast-trackers can learn while they're
570 off the track. *Organisational Dynamics*, 33-47.

571 Leslie, J. B. & Van Velsor, E. (1996). *A look at derailment today: North America and*
572 *Europe*. Greensboro, North Carolina: Centre for Creative Leadership.

573 Lombardo, M. M. & Eichinger, R.W. (1995). *Preventing derailment: What to do before*
574 *it's too late*. Greensboro, North Carolina: Centre for Creative Leadership.

575 Lombardo, M. M. & McCauley, C.D. (1988). *The dynamics of management derailment*.
576 (Tech. Rep. No. 34). Greensboro, NC: Center for Creative Leadership.

577 Lombardo, M. M., Ruderman, M. N. & McCauley, C. D. (1988). Explanation of
578 success and derailment in upper-level management positions. *Journal of Business and*
579 *Psychology*, 2, 199-216.

580 McCormack, L., & Joseph, S. (2013). Psychological growth in humanitarian aid
581 personnel: Reintegrating with family and community following exposure to war and
582 genocide. *Community, Work & Family*, 16(2), 147-163. doi:10.1080/13668803.2012.735478

583 McCleskey, J. (2013). The dark side of leadership: Measurement, assessment, and
584 intervention. *Business Renaissance Quarterly*. 8, 2/3; 35-53.

585 McCall, C. (2003). Language dynamics in the bi- and multilingual workplace. In R.
586 Bayley & S. Schecter (Eds.), *Language socialization in bilingual and multilingual societies*
587 (pp. 235–250). Bristol, UK: Multilingual Matters.

588 Morse, J.M. (2011). *What is qualitative health research?* (pp. 401-414). In Sage
589 Handbook of Qualitative Inquiry (4th ed). Ed by N. Denzin and Y. Lincoln. Thousand Oaks,
590 CA: Sage. Published, 03/01/2011.

591 Ryan, G., Emmerling, J., & Spencer, L M. (2009). Distinguishing high-performing
592 European executives: The role of emotional, social and cognitive competencies, *Journal of*
593 *Management Development*, 28. 9, .859 – 875

594 Schaufeli, W. B., & Enzmann, D. (1998). The Burnout Companion to Study and
595 Practice: A Critical Analysis. London: Taylor & Francis. In Jaime, Lynn, Olinske, Norman,
596 (2009), Board impact on nonprofit executive director burnout: A dissertation approved for the
597 graduate college, University of Oklahoma Graduate College.

598 Smith, J. A. (1996). Beyond the divide between cognitive and discourse: Using
599 interpretative phenomenological analysis in health psychology. *Psychology & Health*, 11,
600 261-271.

601 Smith, J. A., Flowers, P. & Larkin, M. (2009). *Interpretative Phenomenological*
602 *Analysis*. Singapore: Sage.

603 Smith, J. A. & Osborn, M. (2008). Interpretative Phenomenological Analysis. In J.
604 Smith (Ed.): *Qualitative Psychology. A Practical Guide to Research Methods* (Pp. 53-80).
605 London: Sage Publications

606 Stein, S., Papadogiannis, P., Yip, J. & Sitarenios, G. (2009) Emotional intelligence of
607 leaders: a profile of top executives, *Leadership & Organization Development Journal*, 30, 1,
608 87 – 101

609 Tashakkori, A., & Teddlie, Ch. (2009). Integrating Qualitative and Quantitative
610 Approaches to Research. In Rog and Bickman (Eds.). Handbook of Applied Social Research
611 Methods (2nd Edition). Thousand Oaks, CA: Sage.

612 Van Velsor, E. & Drath, W.H. (2004). A lifelong developmental perspective on leader
613 development. In C.D. McCauley. & E. Van Velsor (Eds.), *The center for creative leadership*
614 *handbook of leadership development* (2nd ed.) (pp.383–414). San Francisco: Jossey-Bass.

615 Webb, P. J. (2006). Back on track: The coaching journey in executive career derailment.
616 *International Coaching Psychology Review, 1*, 68-74.

617 Work Safe Australia (2011). Preventing and responding to workplace bullying: Draft
618 Code of Practice. Retrieved from the Work Safe Australia website:
619 [http://www.safeworkaustralia.gov.au/sites/SWA/AboutSafeWorkAustralia/Whatwedo/Public](http://www.safeworkaustralia.gov.au/sites/SWA/AboutSafeWorkAustralia/Whatwedo/Publications/Pages/Publication.aspx)
620 [ations/Pages/Publication.aspx](http://www.safeworkaustralia.gov.au/sites/SWA/AboutSafeWorkAustralia/Whatwedo/Publications/Pages/Publication.aspx)

621 Webb, P. J. (2006). Back on track: The coaching journey in executive career derailment
622 *International Coaching Psychology Review 1. 2*, 68-74.

623

624 **Notations:**

625 [...] Indicates editorial elision where non-relevant material has been omitted

626 [-] Indicates pauses in speech by participant

627

628

629

630

631

632

633

634 **Table 1**
 635 *Steps of Interpretative Phenomenological Analysis Process*
Process

Step 1:	Step by step independent auditing by first and second authors which involved emersion in each interview data through repeated listening and reading of the recordings and transcribed verbatim transcript. Independent initial impressions and observations are recorded.
Step 2:	Creation of a comprehensive set of initial notes primarily noting significant content, language and concepts that appear embedded in the transcript. This is done independently at this stage with no collaboration.
Step 3:	Thematic emergence occurs for both auditors that concisely captures the essence of the transcript and guides further analysis.
Step 4:	Establishing connections between emergent themes and identified clusters of themes in each individual case. Independent auditing.
Step 5:	These four steps were repeated for each transcript independently by the first and second authors before a final coming together for robust discussion and consideration of overall data sets that was substantiated by rich verbatim extracts for each theme. No theme was included in the final set that had not been agreed upon as being substantiated within the data. The third author acted as an independent evaluator of the final results. This included examination of sets of themes for convergent and divergent themes across all transcripts. Five subordinate themes emerged. Discussion between authors ensured identified themes were supported by the data set Superordinate theme identified. Linking of relevant theory to identified themes.

636

637
 638 **Table 2**
 639 *Semi structured Interview questions prompts*

641	
642	How your derailment experience has impacted on your life so far?
643	How you have made sense of your derailment experience and its impact on your life?
644	How you feel you as a person have changed because of this experience?
645	What about this experience in particular has impacted on you either positively or negatively?
646	How you make sense of the human dynamics that you have been caught up in?
647	Any psychological, philosophical, existential thoughts that have altered or become part of
648	your thinking since this experience?
649	How your future will be influenced from this experience?
650	How has it influenced your feelings, thoughts, relationships, goals since this event?

651

652