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Exploring social well-being amongst community environmental leaders:

a qualitative study.

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Abstract

Social well-being results from the interactions human beings have along their life experience with other members of society, allowing them to evaluate their own well-being (Keyes, 1998). Considering the continuous social challenges faced by environmental leaders (Gallagher, 2012), the present study aimed to explore the social well-being of twelve community environmental leaders. Content analysis and rank-frequency methods were used to understand participants' perspectives around social well-being and its five dimensions. The most relevant dimension for participants was social actualization; they associated social well-being with "Ability to develop", "Community relationships" and "Making an impact" (related to the dimensions of social actualization, social integration and social contribution of Keyes' theory) and evoked the new categories of "Natural environment" and "Human rights". Among participants, social contribution was associated to personal attributes and social integration with trust. Personal growth appeared as the most relevant aspect of social actualization. Participants showed interest in understanding the way their communities are organized and cited hard work as the main attribute for accepting others. Finally, participants did not associate social integration with collective membership, did not refer to concrete actions when talking about social contribution and their perception as important members of their communities was not affected by having more than a year of community involvement, three findings that are in contrast with Keyes' theory and experimental studies on social well-being. These results, although preliminary, inform about how this type of leaders experience social well-being while overcoming social challenges within the communities where they develop environmental solutions.

Key words: Social well-being, environmental leadership, community work.

Resumo

O bem-estar social resulta das interações que temos ao longo da vida com outros membros da sociedade, permitindo-nos avaliar o nosso próprio bem-estar (Keyes, 1998). Considerando os contínuos desafios sociais enfrentados por líderes ambientais (Gallagher, 2012), o presente estudo pretendeu explorar o bem-estar social de doze líderes ambientais comunitários. Foram usadas metodologias de análise de conteúdo e frequência/ordenação, para compreender perspectivas em torno das cinco dimensões de bem-estar social. A dimensão mais relevante para os participantes foi a atualização social: associaram bem-estar social a "Capacidade de desenvolver", "Relações com a comunidade" e "Causando um impacto" (relacionado às dimensões de atualização social, integração social e contribuição social de Keyes) e evocaram novas categorias de "Natural meio ambiente "e" direitos humanos ". A contribuição social associou-se a atributos pessoais e integração social com confiança. O crescimento pessoal foi o aspecto mais relevante da atualização social. Os participantes demonstraram interesse em entender a organização das suas comunidades e citaram o trabalho árduo como o principal atributo para aceitar outros. Por fim, os participantes não associaram a integração social à afiliação coletiva, não se referiram a ações concretas ao falar sobre contribuição social e sua percepção como membros importantes das suas comunidades não foi afetada por terem mais de um ano de envolvimento comunitário. Estas três descobertas estão em contraste com a teoria de Keyes e estudos experimentais sobre bem-estar social. Estes resultados, embora preliminares, informam como estes líderes experimentam bem-estar social e superam os desafios sociais nas comunidades onde desenvolvem soluções ambientais.

Palavras-chave: bem-estar social, liderança ambiental, trabalho comunitário.

Author's Declaration

I, Ivan Leonardo Gonzalez Bustillo, declare that I am the sole author of the present dissertation.
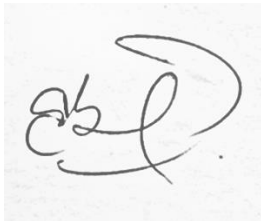
To my best knowledge, this thesis does not contain material previously published by any other person except where due acknowledgment has been made. The present study contains no material which has been accepted as part of the requirements of any other degree or non-degree program, in English or any other language.

This is a true copy of the thesis, including final revisions.

Date: July 27, 2020.

Name: Ivan Leonardo Gonzalez Bustillo

Signature:

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Introduction

The preservation of the natural resources of our planet is impossible without changing the relationships that human beings have with the environment and its ecosystems (Panov & Khisambeyev, 2011). Community environmental leaders have an important role in this process, as they are conscious about the sustainable issues that affect society, teach others about the impacts that human actions have in the environment and enable the societal relationships necessary to preserve our planet (Gallagher, 2012).

Throughout their work with communities, environmental leaders are constantly facing social challenges while implementing environmental solutions within social groups, such as organizing community members from urban areas to develop solutions to tackle climate change issues within their territories (Gallagher, 2012). Moreover, environmental leaders are enablers of community sustainability and transform global problems such as global warming, which is not only a consequence of natural forces, as in the case of natural disasters, but also a result of human activity and society interactions (Panov & Khisambeyev, 2011). Therefore, considering the social challenges that environmental leaders must overcome, the present study aims to explore the social well-being of leaders who implement environmental initiatives in the community context.

In order to have an overview of community environmental leaders' work and how it might play a role in the way they experience and conceive social well-being; it is necessary to address the initiatives that they lead within the communities. A first example of these environmental projects is recycling, which is constituted as a set of community-based activities of processing waste materials that takes place in the neighborhood context, affecting positively not only the environment but also the organized production of new goods and services necessary and useful for the engaged communities (Field, 1997). A second type of initiatives promoted by community environmental leaders are urban agriculture projects, which are defined by Dubbeling & Merzhal (2006) as "a dynamic concept that compromises a variety of production (ranging from subsistence production at household level to fully commercialized agriculture), processing and marketing systems of food and non-food products. It is a strategy to promote food security and poverty reduction, sustainable resource use and environmental management, social integration and local participatory governance"

(p. 20). Finally, another type of these initiatives are environmental educational programs, which refer to educational programs that promote awareness about the interdependence of the economic, social, political and ecological resources of urban and rural areas, democratize the opportunity of people to gain knowledge, values, attitudes, commitment and skills necessary to conserve the environment and, generates new patterns of communities and its individuals towards the environment (Palmer, 1998).

Considering that the aim of the present study is to explore the social well-being of leaders that promote the community projects described above, it was necessary to determine what has been studied by psychology in terms of possible relationships between quality of life and community environmental action, as well as the relationship between leadership styles and well-being.

A study by Valentín and Gamez (2010) showed that "psychological well-being should be a positive consequence of sustainability. An incipient research in social environmental psychology reinforces such an idea, demonstrating that people who practice pro-environmental behaviors are happier individuals" (p.63). Following this path, Lee (2011) concluded that "the goals of empowerment coincide with the goals of sustainable development in that a higher quality of social life for all people means that people will attain increased power" (p. 400). However, these studies focus on the associations between individual environmental behaviors and well-being, but not about the social well-being of people who lead communities towards environmental action, which is the main objective of the present study.

Furthermore, a systematic review of studies over three decades showed that leadership styles and well-being are linked to each other (Skakon et al., 2010). Moreover, a recent research with 44 executives found that authentic leadership minimizes leaders' stress and increases their work engagement (Weiss, 2017). However, all these studies have been carried out with corporate leaders and not with leaders who work in the non-profit sector. Therefore, the present study aims to provide an understanding about the social well-being of leaders working in the community context, which has not been explored yet. Moreover, environmental leaders have an important role promoting social inclusion and development of communities.

In order to contribute to the achievement of this goal, the present research proposes to explore the social well-being of environmental leaders in different geographical areas through oral virtual interviews and free evocation methods. The present study aims to provide, through a qualitative exploration of Keyes' multidimensional theory of social well-being among the participants, a preliminary conceptual understanding of how environmental leaders integrate, experience acceptance, evaluate their contribution to society, actualize and feel coherent within their society and the communities they impact and belong to (Keyes, 1998). Furthermore, it aims to offer practitioners who work and offer consultancy to social and environmental organizations, an academic orientation for creating, implementing and evaluating training and development strategies to enhance the social well-being of environmental leaders, which is linked to higher levels of productivity and lower rates of turnover (Harter et al., 2003).

Organized in five chapters, the present study intends to fill the gap in the social and organizational psychology literature about an essential psychosocial factor that has not been explored yet among environmental leaders. Chapter 1 contains the theoretical framework, with the psychological theories that have addressed the topic of well-being, Keyes's (1998) theory of social well-being used to explore the social well-being of the participants and different perspectives of leadership theories that illustrate the work of environmental leaders. Chapter 2 includes a description of the interview processes carried out to explore the social well-being amongst the participants, a description of the instruments used and an overview of participants' characteristics. Chapter 3 describes the qualitative analysis of participants' responses and the results obtained. Finally, Chapter 4 describes the discussion around the study's findings that corroborate, go against, or add to Keyes's theory of social well-being, contemporary theories of leadership and social psychology that are useful to interpret the results, the relevance of the study to the theory on social and organizational psychology, and to practitioners, as well as the limitations of the research and suggestions for future studies.

Chapter 1: Literature review.

1.1 Perspectives on social well-being

Before Keyes (1998) developed the multidimensional theory of social well-being from a social psychology perspective, sociological, developmental and clinical psychology theories have addressed predictors of psychological well-being. Durkheim (1951) stated that socially integrated people have better psychological well-being (Howard et al., 2005). Moreover, people who have high self-acceptance tend to accept others (Fey, 1955). Bandura (1997) found that people who believe they can accomplish certain behaviors that affect their personal life (self-efficacy) display better emotional well-being. And Erikson's developmental theory (1950) explains that mid-life adults experience generativity, which refers to their willingness to contribute with something meaningful to the world, and this predicts subjective well-being (Slater 2013).

The social dimensions of well-being addressed by Keyes (1998), frame social well-being as a psycho-social factor that results from the interactions that human beings have along their life experience with other members of their society and communities (Afshar et al., 2018). Considering that environmental leaders face constant challenges while working along community members towards the sustainable development of their territories (Gallagher, 2012), Keyes theory was selected as the main theoretical fundament for exploring the social well-being of the participants of the present study, since it is considered as a multidimensional factor that reflects how human beings face social challenges (Keyes, 1998) Those dimensions are organized in five possible components: social integration, social acceptance, social contribution, social actualization and social cohesion (Afshar et al., 2018).

Social integration involves the concepts of collective membership and fate, and refers to the self-evaluation that an individual makes about the quality of his/her relationships with society and the community. According to the Keyes (1998), healthy human beings feel that they belong to society. Thus, social integration refers to how much people feel they have things in common with other members of their social reality, such as their neighborhoods, as well as how much they feel part of their communities. According to Keyes (1998) "People who feel socially integrated, close to and deriving comfort from others in their community, should feel that they live in a vital and healthy neighborhood. Socially integrated individuals

therefore should perceive their neighbors as trustworthy and their neighborhoods as safe. Adults integrated into society also should be likely to volunteer to maintain their neighborhood, perhaps because they feel their actions will be valued by others and because they want to maintain the quality of their neighborhood." (p. 124).

Social acceptance describes the extent to which people trust other members of their communities, believe in the potential for others to be kind, and think that others can be diligent. People who display social acceptance have positive impressions of human nature and feel happy with others (Keyes, 1998).

Social contribution refers to the evaluation that people make on their social value, which means that they think about themselves as important members of their community and society, and that they have something valuable to offer to society. Keyes (1998) then affirms that "social contribution reflects whether, and to what degree, people feel that whatever they do in the world is valued by society and contributes to the common well" (p. 123).

Social actualization refers to the evaluation that people give to society regarding their ability to evolve, which is possible from the actions of social institutions and citizens. Human beings with a positive social actualization have a vision where all human beings are potential beneficiaries of the evolution of society. Social actualization differs from fatalism and powerlessness, for it refers to the belief that society controls its own destiny. Thus, social actualization refers to the openness that people have for experiences and desires for societal continuous growth (Keyes, 1998).

Social coherence has to do with the vision that people have about the quality, organization and operation of society, and the constant concern about the social phenomena that occur in the world. The happiest people are not only concerned with the quality of their own communities but are also interested in reflecting and understanding what is happening in the world. These people do not believe that society is perfect, but they do care about giving meaning to their life in society. Social coherence is the opposite of meaninglessness and allows people to believe that society is sensitive, predictable, and noticeable (Keyes, 1998). Keyes (1998) explains it better when affirms that "people who see life as socially coherent should also feel that their private life is coherent. Therefore, individuals with higher scores on

the social coherence scale should feel that their personal lives are more predictable, more controllable, and thus generally sensible and understandable." (p.123).

The elements of Keyes'(1998) theory previously addressed will be used to explore if participants' social well-being reflect such dimensions. Considering the importance of understanding also their role as environmental leaders, the next section of the theoretical framework is dedicated to the theories on leadership that might be beneficial to understand their environmental work within communities.

1.2 Perspectives on leadership relevant to the study

From a perspective of social psychology, leadership has been described through the analysis of processes that are experienced within and between social groups. Bass (1990) affirms that leadership is "an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members" (p. 19). It is also defined by Rost (1993) as a process in which the relationships between leaders and followers promote real changes that reflect shared goals among members of a group (Gallagher, 2012). On the other hand, researchers in the organizational psychology field have developed theories and concepts around leadership that relate to productivity of organizations, which have more complex and sophisticated structures than social groups. A main reference point in this perspective is House (2004), who affirms that leadership has to do with the abilities that a person has to promote the effectiveness and success of the organization by motivating and influencing the behaviors of its members so that they work in favor of the goals of the organization (Gallagher, 2012). These two perspectives of leadership (from social psychology and organizational psychology) are considered in the present study, taking into account that environmental leaders promote change in the social context but, at the same time, develop organizational structures within the communities where they develop sustainable solutions.

Other theories that can help to understand the role of the participants of the present study are Positive Psychology theories around leadership. First, ethical psychology refers to the integral behavior of a human being that leads to the promotion of similar actions among group members through communication, reinforcement and collaborative decision making (Brown et al., 2005). Second, authentic leadership, referring to leaders with high morality

who acknowledge the qualities and purpose they have, the context where they perform and are resilient when facing issues throughout their work (Avolio et al., 2004). Other theories define leadership as a more complex process that goes beyond influencing other people's behaviors. For example, Yukl (2006) defines leadership as a process of human relations where the influence of an individual on other is so decisive that can produce changes in routines, and for that to happen it is necessary that a process of individual and collective facilitation takes place, so the followers will understand and agree with the tasks that have to be carried out to reach a common goal.

Furthermore, environmental leaders are currently facing a variety of social situations within the communities they work with (Gallagher, 2010) and according to Miner (2005), "participation cannot be studied without explicit attention to the context which it is displayed and the circumstances a person (the leader) faces often dictate behavior other than that to which he or she is predisposed" (p. 217). Consequently, another construct around leadership relevant to the present research is Contingency Theory, which states that the effectiveness of leadership depends on the conditions of the social environment (Fiedler, 1958). These conditions refer to the quality of the relationships between the leader and the members of the group, the extent to which the tasks and goals are defined within the team and how much power the leader has (Miner, 2005). Fiedler affirms that leaders that believe that others are similar to them tend to be concerned about their relationships with other members of the group and seek for approval and support from their colleagues, but those who have lower affinity with his or her associates do not worry about their feelings and opt to reject to work along people they believe cannot accomplish an assigned task (Fiedler, 1958). Fiedler's assumptions can be respectively equated to the constructs of social integration and social acceptance of social well-being described in the first part of the present chapter, since they refer to the extent of which people feel they have things in common with other members of society and how much they believe others can be industrious (Keyes, 1998).

Finally, it is important of addressing the concept of non-profit leadership as the context where environmental leaders work, which refers to an organized work where leaders help communities to address and overcome their own needs due to the negligence of the government and privet sectors and deal with the challenge of raising the necessary economic resources to do so (Salem, 2019). As well as the concept of environmental leadership, which is described by Gallagher (2010) as the ability to influence followers to co-create solutions to

tackle problems relevant and global problems such as climate change, by (Ostrom, 2002) as the capacity to motivate others to address socio-environmental challenges and by Berry & Gordon (1993) as "the ability of an individual or group to guide positive change towards a vision of an environmentally better future" (p. 3).

1.3 Leadership styles and their relationship with well-being

Leadership studies have developed a categorization of the concept by considering the characteristics of the leaders and their style they use when influencing the behaviors of others, which divides the construct into the categories of transactional leadership, transformational leadership, contingency theory of leadership, collective leadership, charismatic leadership and paternalistic leadership (Northouse, 2010). For instance, the present study focuses on three specific leadership styles that have been linked to high levels of psychological well-being.

First, transactional leadership (Bass, 2018) is a leadership style that focuses on the exchanges between leaders and followers. According to McCleskey (2010) "these exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improving organizational efficiency" (p.122). A recent study showed that this specific leadership style enhances job satisfaction (Skakon et al., 2010).

Second, transformational leadership refers to the affirmation of the followers' beliefs about the value of the outcomes of their work within a team, meaning that followers consider the organization's values, interests and goals more important than their own, which elevates the needs that the followers want to fulfill (Denhard & Campbell, 2019). It was found that transformational leadership is linked to good psychological well-being (Arnold et al., 2007) and it reduces the chances of burnout (Kanste et al., 2007).

Finally, situational leadership theory affirms that effectiveness requires a deep understanding of the situation, as well as an appropriate response to the context, which goes beyond the concept of the charismatic leader who can keep his or her followers laborious

(Graeff, 1999). Situational leadership (Bass, 2008) has an important social element, as it involves an especial focus on the relationships between the leader and the followers which goes beyond a task-oriented approach (McCleskey, 2014). Moreover, it has been found that situational leadership (Bono et al., 2007) predicts better job satisfaction (Skakon et al., 2010).

1.4 Overview of research questions.

As it could be seen in this chapter, the construct of social well-being has been addressed by sociology and clinical and developmental psychology. For its part, Keyes's (1998) theory provides a multidimensional approach that allows analyzing social well-being as a result of the interactions that people have with other members of the society to which they belong. However, it was not found in the literature studies addressing the social well-being of individuals whose social contexts constitute their working place, especially those that lead environmental solutions within neighborhoods.

On the other hand, leadership theories describe the different leadership styles that can be adopted by environmental leaders who work in the non-profit context. Moreover, leadership studies have demonstrated the link between certain leadership styles and a good psychological well-being of executives. However, the studies found in the literature review included the perspectives of leaders of the corporate world and further research should produce qualitative data around this topic (Skakon et al., 2010).

Considering these reasons, the present study proposes to explore from a qualitative perspective, the social well-being of environmental leaders in order to answer the following questions: a) how do community environmental leaders conceive social well-being? And b) in what way their role as community environmental leaders affects the way they experience social integration, social acceptance, social contribution, social actualization and social coherence? The following chapter explains the methods utilized to answer these questions.

Chapter II: Methods

2.1. Participants.

      Twelve environmental leaders integrated the sample of the study, consisting of two Chileans, four Colombians, one Costa Rican, one Gambian, two Italians, one Nicaraguan and one Spanish. All participants are currently leading environmental initiatives in the community context. Four of the environmental leaders develop initiatives of community environmental education, three work in the field of sustainable design engaging indigenous and marginalized communities, three of them promote recycling projects with the participation of members and volunteers of urban neighborhoods and two lead urban farming projects with community members of urban and rural areas. The mean age of participants was 31.4 (range 25 – 42) and the mean of their working experience as community environmental leaders was 7.4 years (range 4 – 12). Two other leaders were excluded from analyses because their experience in that role were less than a year, which is not enough to have a comprehensive appraisal of sources of social well-being on the job.

2.2. Procedure

      In order to respond to the question "how do community environmental leaders conceive social well-being?", online semi-structured interviews were conducted. This method was used because it lets participants to express their ideas freely and at the same time, allows the interviewer to refocus whenever a participant deviated from the main topic (DiCicco & Crabtree, 2006). In the beginning of the videocall, the interviewer read the informed consent to the participants, which explained the objective of the research, their voluntary participation, their right to withdraw from the research at any time, that there were no risks, discomfort or adverse effects related to their participation and that the information they provide will remain confidential and in anonymity (Appendix A).

      After participants expressed orally their willingness to be part of the study, participants responded to the question: *"what does social well-being mean to you?".* Complementary questions were made whenever it was considered necessary to obtain more relevant information or in case the participant was not sharing enough information. The answers of the participants were recorded via Zoom application and posteriorly transcribed in a Microsoft Word document for analysis.

The second moment of the data collection was developed using free association and hierarchical evocation methods (Sammut, 2015). After the Zoom videocall was done, each participant received a structured written interview via email. The document consisted of ten questions in total. Eight questions were designed to explore the five dimensions of social well-being proposed by Keyes' (1998) (*e.g. How is your relationship with other members of your community? What things do you have in common with others? How do you describe your trust on others? How diligent do you think others are? How important do you think you are for your community? How beneficial society growth is? In what way is our community evolving? And How is your community organized?*

In order to answer the questionnaire, participants were asked to think about five words they associated with each one of the questions and to rank them from most important (1) to less important (5). After the ranking was completed, participants were asked to continue to answer each question by writing in a textbox the information that they considered relevant to share. This was meant to gather more comprehensive information, as well as to put those words into context. All the answers were typed by each participant in a Microsoft Word document which was sent back to the researcher for further analysis. The average time for completing the oral interview was fifteen minutes and the average time that participants took for answering the written questionnaire was one hour (see Appendix B for more detail on the questions asked).

The coding processes for analyzing the results of the oral interviews and the written questionnaires, were carried out in parallel by the researcher and a second coder. Instead of using inter-rater statistical measurements (e.g. Cohen's Kappa coefficient) to assess the reliability of the analysis, the qualitative technique of consensus was used to ensure the rigor and the validity of the coding processes (Bradley, 2007). The researcher explained the steps of each coding processes to the second coder through a Zoom videocall and later met on two occasions via the same application. Both coding systems' disagreements were assessed combining estimations, negotiation of responses and using interaction and visualization schemes such as distributed design discussions (Zade et al., 2018).

Finally, the qualitative methodological approach of consensus coding was chosen for ensuring the rigor of the study. First, because the methodological approach used to analyze the participants' responses was directed content analysis: using an already existent theory for building the instruments that were implemented to explore the narratives of participants that might be in congruence or in contrast with Keyes' construct of social well-being, in order to provide a conceptual extension for the theory while answering the research questions (Hsieh & Shannon, 2005). And second, because it allowed the researcher to ensure a better understanding of the findings through the principle of validity, which fits better the purpose of the study than the use of a quantitative measurement. As stated by Nelson & Syed (2015), "(…) reliability is not validity. Although all researchers know this quite well, it seems that in the context of coding open-ended data, these two often get conflated. Just because the coding process led to an acceptable ICC or D value does not indicate that the material coded adequately captures the construct of interest" (p. 10).

<div align="center">**Chapter III: Results**</div>

Before the qualitative analysis took place, the content of the transcripts from the oral interview and the answers on the written questionnaire were read several times by the researcher to have an in-depth overview of the answers and to become familiar with the participants' responses.

3.1 Analysis of the perspectives on social wellbeing amongst community environmental leaders

The analysis of the oral interviews was done through six stages of content analysis: definition of the objectives of the analysis (to explore the environmental leaders' perspectives on social well-being), setting the theoretical reference (Keyes' social well-being theory), constitution of the documental corpus (transcripts of the oral interviews), active and reflective readings (of the documental corpus resulting from the oral interviews), formulation of the hypothesis (not applicable to the present research as it is an exploratory study) and codification (transformation of words and sentences into subcategories and codes) (Amado, 2000). As an additional procedure to add the frequency of the codes, the software Iramuteq (Ratinaud, 2009) was used to determine how many times they appeared within the text corpus.

In order to organize participants' responses on Table 1, the transcripts of the responses to the question *"What does social well-being mean to you?"* were organized in a unified text into UTF-8 format to be analyzed later by the Iramuteq software, which provided the frequency of the words and excluded irrelevant terms (pronouns, connectors) from the text. The active forms (verbs and adjectives) were analyzed and the categories and initial codes were identified and placed on a table, where the frequency of the words related to each identified category was added.

Table 1

Perspectives on social well-being amongst community environmental leaders

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Category	Initial codes	Frequency
Ability to develop	Opportunities for transformation Personal growth	10
Community relationships	Diversity and inclusion Collective responsibility	7
Making an impact	To influence society To help the community	7
Natural environment	Community-environment balance Healthy natural environment	6
Human rights	Right to participate Freedom to make choices	3

In general, environmental leaders believe that social well-being is related to the ability to develop, community relationships, making an impact, natural environment and human rights. In Table 1, it is shown that participants associated the ability to develop with the opportunities that their communities have to grow and with the personal development of its members. These aspects, which are related to the dimension of social actualization proposed by Keyes (1998), were the most cited by the participants throughout the interviews and emerged from statements such as:

> *"it is [social well-being] the possibility to individuals have to grow" and "the opportunities people have to transform their communities*". (2)

Moreover, Keyes' theory of social well-being states that social integration is related to the evaluation that individuals make about the quality of their relationships (Keyes, 1998). In tune with this perspective, Table 1 shows that environmental leaders also think about social well-being in terms of community relationships, which, according

to the participants, are based on social inclusion and collective responsibility. This aspect of social well-being was the second most cited during the interviews and were present in participants' responses, such as "it is how well you fit into this society" and "it has to do with living in community (…), with the potential of relationships (…) you know, it is [social well-being] like collective responsibility".

The third most cited aspect of social well-being was related to the dimension of social contribution (Keyes, 1998). This could show that for certain environmental leaders, social well-being means making an impact, which is possible by influencing society and helping their communities. These ideas about social well-being emerged from participants' statements such as:

"with my project I provide sustainability in my community", (Participant #1)

"when I help someone, I feel better with myself" (Participant #3)

"with my organization, I want to give something to our community, to contribute and educate people". (Participant #7)

Participants also referred to social well-being in terms of natural environment and human rights, aspects not addressed by Keyes (1998). According to the environmental leaders, social well-being is based on the quality of the natural environment where communities live, which depend on the balance that community members make between the natural resources and their relationships with other community members. These aspects of social well-being that were relatively frequent, were evoked by participants through statements such as

"it is the balance between your social being and your relationships with the environment". (Participant #12)

"[social well-being] means to feel good in the environment where you live". (Participant #9)

Furthermore, to a lesser extent, participants referred to social well-being in terms of human rights, which according to the participants, depends on the right that community members have to participate and their freedom to make choices, These ideas were present in

statements such as "for me, [social well-being]is connected to the guarantee of human rights" and "the right to be free to choose your path in society".

3.2 Analysis of environmental leaders' evocations about the five dimensions of social well-being.

Rank-frequency method was used to analyze the written questionnaire about social integration, social acceptance, social contribution, social actualization and social coherence. A free association technique mostly used in studies on Social Representations Theory (Moscovisci, 1961) that aims to understand the core elements, contrasting aspects and peripheral features of social representations of societal groups (Dany, et al., 2015). This method was used to analyze the perspectives of environmental leaders on the five dimensions of social well-being due to its practicality and because it allows to explore how participants conceive and evaluate their social well-being.

Through a series of written questions, participants were asked to produce spontaneous words and expressions that they associated with a specific term or concept related to the theoretical reference of the study which were counted to determine their frequency of appearance (Dany et al., 2015). Considering that the number of times a word appears in a word system is not sufficient to determine the central aspects of the participants' evaluations of social well-being, the environmental leaders were also asked to rate the degree of importance of the terms they evoked, in order to understand what are the most relevant elements for them in each one of the five dimensions (Dany et al., 2015).

Word lists were grouped and separated into five categories which corresponded to the five dimensions of social well-being. The lists of evoked words for questions 1 and 2 corresponded to the dimension of social integration, questions 3 and 4 corresponded to the dimension of social acceptance, question 5 corresponded to the dimension of social contribution, questions 6 and 7 corresponded to the dimension of social actualization and question 8 corresponded to the dimension of social coherence. The lists of words within each category was converted into a text document coded into UTF-8 format and analyzed by the *Iramuteq* software. (See questionnaire in Appendix B).

After the words for each of the five dimensions/categories were counted by the Iramuteq software, similar terms were grouped. For example, the term "trust" was grouped with "trustworthy" and the term "friendship" was grouped with "social bonds". After the frequency was added to single terms without repetition and adjusted to each group with terms that had similar meanings, an excel document was created in which the frequencies of each word and group of terms were matched with the sum of the degree of importance that the participants gave to that specific code.

After having the frequencies and degrees of importance for each of the words within each category or dimension of social well-being, the groups of words were distributed into four cells. Words with high frequency and high importance (central elements) were placed in cell 1, words with high frequency but low importance (contrast elements) were placed in cell 3 and words with low frequency and low importance (peripheral elements) were placed in cell 4. Through this method it was possible to understand the core, contrasting and peripheral elements.

The analysis of the word listings through rank-frequency were organized in five different tables with four cells, which illustrate the perspectives of environmental leaders for each one of the five dimensions of social well-being according to Keyes' (1998) theory. In each table, the upper left quadrant (cell 1) represents the aspects of the specific dimension of social well-being that were most frequently cited throughout the interviews and of greatest importance to the participants of the study. The upper right quadrant (cell 2) represents the contrast elements of the specific dimension of social well-being, which had a high frequency of appearance, but were evaluated with low importance by the participants of the study. In the lower left quadrant (cell 3) are the least cited and highly important elements, and in the lower right quadrant (cell 4) are the terms with low frequency and low importance. In other words, the last two cells represent the aspects of each dimension of social well-being that are not so relevant to the participants. (Check Appendix C).

Table 2

Evocations of the dimension of social integration amongst environmental leaders (N = 12) – Importance -frequency method.

		Importance	
		High	Low
Frequency	High	Trust (7) Commitment (7) Respect (6)	Awareness (6) Diversity (5)
	Low	Friendship (4) Solidarity/Collaboration (4) Passion (3) Sensitivity (3) Challenge (3)	Community (2) Creativity (2) Honesty (2) Knowledge (2) Interest (2) Motivation (2) Positive (2) Responsibility (2) Empathy/empathetic (2) Risk (1) Service (1) Tradition (1)

Trust, commitment and respect are the most frequently cited terms and the aspects that are most important to environmental leaders in terms of social integration. These were the most relevant aspects for this specific dimension of social well-being in the perspective of the participants (see Table 2).

The core elements of social integration were corroborated when participants made statements such as:

"Under my roles as an environmental leader I was able to build a trustworthy and respectful relationship which allowed me a deeper understanding of my community"; (Participant #1)

"As I develop agriculture solutions for my community, we have developed a relationship of mutual respect and trust" (Participant #4)

"I believe that trust on others is an essential characteristic in any environmental initiative, but specially in community-oriented ones, as it makes community members committed to the goals of the project". (Participant #2)

However, the terms awareness and diversity had high frequencies, (they appeared six and five times among the interviews, respectively), but the participants gave them low importance. In other words, these are aspects that despite being of low importance for environmental leaders, were commonly present in the answers of participants, making them contrasting elements for the dimension of social integration.

Moreover, it is important to highlight that for environmental leaders, having things in common with the community members (a characteristic of social integration according to Keyes' (1998) theory) was not present in the discourse of the participants. This could be explained by the contrast element of diversity that was present on the dimension of social integration, expressed in statements such as

"social integration should embrace diversity as one of its main pillars because it allows a better understanding between community members and their social dynamics inside the community". (Participant #2)

It can be also observed on Table 2 that friendship, solidarity and community are not very relevant aspects for environmental leaders in terms of social integration, making them the peripheral elements of this dimension of social well-being due to the low frequency and low importance that the participants of the study gave to these terms. The peripheral elements found among the participants in this specific dimension of social well-being are in contrast with Keyes' theory, which affirms that social integration involves collective membership and the quality of relationships that a person has with society and community members (Keyes, 1998).

Regarding social acceptance, knowledge, hard work, support, friendship and honesty are the aspects that were most frequently cited and with the highest degree of importance for environmental leaders, representing the core elements of this dimension of social well-being in the perspective of the participants of the study (see Table 3).

Table 3

Evocations of the dimension of social acceptance amongst environmental leaders (N = 12) – Importance -frequency method.

		Importance	
		High	Low
Frequency	High	Knowledge, wisdom (10) Hard work (9) Support, care (6) Friendship, social bonds (6) Honesty, transparency (6)	Sharing (6) Beliefs (5)
	Low	Respect (4)	Motivation (3) Environment (3) Hope (3) Attitude (3) Peace (3) Gratitude (3) Passion (3) Ethics (3) Perfectionism (3) Leadership (2) Goodwill (2) Communication (2) Experience (1) Identity (1) Opportunity (1) Contacts (1) Positivity (1)

Furthermore, the elements "sharing" and "beliefs" were frequently evoked but were given a low degree of importance by the participants, making them the contrasting elements of the dimension of social acceptance. It can be also observed on Table 3 that aspects such as respect, motivation, hope and leadership were not so relevant for the environmental leaders in this dimension of social well-being, which means that these elements are not so relevant to the participants of the study when it comes to accept other members of their communities.

Table 4

Evocations of social contribution amongst environmental leaders (N = 12) – Importance - frequency method.

	Importance	
	High	Low
Frequency High	Innovation (6) Inspiration (5) Leadership (5)	Commitment (4) Reliability (4)
Low	Actions (3) Collaboration (3) Knowledge (3) Empathy (3)	Perseverance (2) Reference (2) Mitigation (1) Discretion (1) Courage (1) Presence (1) Real (1) Discreetly (1) Future (1) Respect (1) Burden (1) Unity (1) Now (1) Share (1) Growth (1)

Regarding social contribution, for the environmental leaders, Innovation, Inspiration and Leadership were the most common and most important elements of this dimension of social well-being (see Table 4). These core elements of social contribution were found in the responses of the participants through statements such as:

"I am important because give all my creativity and innovation for my community to solve their real problems", (Participant #1)

"I believe my importance resides on my ability to inspire community members to engage in the environmental projects" (Participant #12)

"As a leader I have a better vision of environmental sustainability than community members". (Participant #4)

In contrast, aspects such as commitment and reliability were frequently cited by the participants but received a low degree of importance throughout the interviews. These common aspects with low importance were present in participants' statements, such as:

"I am committed to my community" (Participant #7)

"People rely on my role as environmental leader". (Participant #11)

Table 5

Evocations of social actualization amongst environmental leaders (N = 12) – Importance - frequency method. (29)

		Importance	
		High	Low
Frequency	High	Education (13) Personal growth/ individual improvement (8) Sustainability (7) Justice (6)	Development (8) Diversity (7)
	Low	Empowerment (4) Resilience (4) Culture (3)	Innovation, creativity (2) Context (2) Intense (2) Consistent (2) Long-term vision (1) Freedom (1) Meritocracy (1)

Education, personal growth/individual improvement, sustainability and justice are the mostly cited words with the highest degree of importance for the dimension of social actualization (see Table 5). In other words, these elements are the most relevant aspects of social actualization for the environmental leaders interviewed in the study. These core elements were present in the participants' responses through statements such as:

"I think my community has evolved not only in cultural practices but mostly on education" "Social growth is beneficial because it expands the skills of our community members" (Participant #12)

"My community grows when we ensure our own sustainability" (Participant #5)

"Society grows in even opportunities and justice for all its members". (Participant #10)

However, elements such as development and diversity were frequently evoked throughout the interviews but did not receive a high degree of importance by the participants. In addition, the elements of empowerment, resilience, culture, innovation and context were not so relevant for the social actualization of environmental leaders, due to the low frequency and the low importance that the participants gave to these aspects when thinking about this specific dimension of social well-being.

Table 6

Evocations of social coherence amongst environmental leaders (N = 12) – Importance-frequency method.

		Importance	
		High	Low
Frequency	High	Leadership (6) NGOs (4) Hierarchy (3)	Controlled (3)
	Low	Family (2) Communication (2) Localities (2) Without sense (1) Complex (1) Equality (1) Needs (1) Holistic (1) Generative (1) Living day by day (1) Inclusion (1) Horizontally (1) Aqueduct (1) Open (1)	Results (2) Interest (1) Power (1) Fear (1) Courage (1) Unsustainable (1) Injustice (1) Free (1) Distracted (1) Superficial (1) Resilient (1) Dedicated (1) Diverse (1) Organic (1) Reality (1) Warm (1)

For environmental leaders, Leadership, NGO's and Hierarchy represent the most relevant aspects of the dimension of social coherence, considering the high frequency of the words throughout the interviews and the high importance that the participants gave to these terms. In contrast, the word controlled appears as a frequent term but with a low degree of importance. Finally, terms such as family, communication, localities, results, equality and inclusion were not commonly present in the interviews nor received high degrees of importance by the environmental leaders, making them aspects of social coherence that were not so relevant to the participants of the study (see Table 6).

It can be also inferred while analyzing Table 6 that the environmental leaders have interest in understanding the way their communities are structured. Cell 1 shows that the

participants of the study know that their communities are organized through leadership, the work of non-governmental institutions and by societal structures that are hierarchical.

The findings mentioned before do not necessarily show that environmental leaders believe their communities are well structured, which can be observed in statements such as:

> "*the community lacks governance*",*(Participant #10)*
> *"the community's structured is not organized" (Participant #11)*
> *"the governance of my community is managed hierarchically". (Participant #4)*

Thus, the contrast element "controlled" and the considerable amount of negative terms in the peripheries, such as "without sense", "fear", "unsustainable", "injustice", "distracted", "superficial" and "criticism", shows that they recognize that there are many obstacles that are impeding their communities to be organized.

Chapter IV: Discussion

4.1 Limitations

Taking into account that the sample had to be integrated by environmental leaders at the community level, the search for participants was made by contacting environmental NGOs via email and social media channels and through the researcher's network of environmental leaders. Twenty-one leaders and NGOs were contacted, and it was possible to interview 15 leaders. Two participants were excluded from the sample because they had less than a year of community engagement and it was considered by the researcher that they could not provide sufficient information in terms of the relationships with community members and the understanding they have of the communities where they work. Another participant was excluded because he did not answer most parts of the written questionnaire and when the researcher asked him to answer it again, he expressed not having enough time to continue being part of the study. Because the data collection process was carried out during the period of the COVID-19 pandemic, it was not possible to engage more participants, which resulted in a sample size of N=12.

The ideal procedure was to reach a saturation point or at least to have 12 to 15 participants coming from the same country, as it has been stated that that the saturation point often happens from between that range with homogeneous groups (Bunce & Johnson, 2006). However, it was impossible to determine if the saturation point was reached since the participants were form different geographical areas. Thus, the findings of the present study must be interpreted with caution.

Nevertheless, the rank-frequency methodology used allowed not only to obtain the frequency of the words that the environmental leaders evoked around the dimensions of social well-being, but also to compare them with the degree of importance that they gave to these topics. This made possible to understand the most relevant aspects of social well-being for the twelve participants, which is significant and can be used as input for the preparation of future studies with a larger sample. Therefore, it is suggested that further researches around this topic include more participants.

4.2 Implications and suggestions for future studies.

Regarding the dimension of social integration, it can be inferred that the participants of the study are socially integrated in the communities where they develop environmental initiatives, since trust and commitment were identified as the most relevant aspects for them in terms of social integration. According to Keyes' (1998), individuals who integrate in their societies are those who perceive other community members as trustworthy and responsible. But why are environmental leaders socially integrated? A first way to understand the high relevance that environmental leaders gave to trust and commitment when integrating with society could be explained by understanding the context where they work and build relationships with other members of their community.

It is impossible to analyze the dynamic role of leaders without analyzing it in the context where they establish relationships with their followers (Apostu, 2013). Unlike leaders who work in a company with a contract and a job description, community environmental leaders mostly work in non-profit organizations or develop participation projects where their followers are mostly volunteers (Salem, 2019). Since the commitment of community members that participate in projects that are led by environmental leaders does not depend on contracts or job descriptions as in the corporate world, further research is necessary to understand to what extent environmental leaders establish relationships of mutual trust as a mechanism to ensure the accomplishment of the goals of the initiatives they lead within the communities.

Regarding social acceptance, it was possible to observe that environmental leaders' acceptance to others is mainly based on wisdom, hard work and friendship. These findings are in tune with Keyes' theory of social well-being, since individuals who display social acceptance are those who believe that other members of their society can be diligent, kind and productive (Keyes, 1998). The presence of wisdom, hard work and friendship as the most relevant aspects of social acceptance in the context of community environmental initiatives could constitute a motivation for social and organizational psychologists to develop further research to identify leadership styles amongst environmental leaders. For example, strategic leadership (Maitlis, 2004) in the non-profit context refers to the ability to build and preserve productive relationships through managerial wisdom (Phipps & Burbach, 2010). With a larger sample, future research could be developed to address if community environmental leadership is linked to specific leadership styles such as strategic leadership.

Concerning the third dimension -social contribution - it could be observed that the environmental leaders from the sample consider themselves as good contributors in their communities, as they value themselves as important members of society (Keyes, 1998). However, the analysis showed that most relevant elements for environmental leaders in this dimension of social well-being refer to personal attributes (leadership, innovation, inspiration) instead of concrete behaviors (actions, collaboration) that could take place within their work with the communities. These findings contradict Keyes' theory of social well-being, which emphasizes that social contribution refers to the extent of which individuals believe they are important members of society because their actions can be beneficial for their communities (Keyes, 1998). In other words, even though "actions" and "collaboration" were the least relevant aspects of social contribution in the eyes of the environmental leaders, the participants of the study still considered themselves as important members of their communities. Therefore, these perspectives on social contribution demonstrates that the experience of environmental leaders in the dimension of social well-being also contrasts with Bandura's theory of self-efficacy. Cited by Keyes (1998) as a complement to his multidimensional theory, self-efficacy sustains that individuals consider themselves important if they think that their actions benefit everyone and that whatever they do in society is valued by other members of their communities (Bandura, 1994). Taking into account that the findings of the present study contradict Keyes' and Bandura's theories, further research should be developed to understand if social contribution depending on personal attributes and not on actions applies only to environmental leaders.

Moreover, a meta-analysis developed by Keyes found that people who have more than a year of pro-social community involvement did not feel socially integrated or contributive as those who had less than a year participating in such community activities (Keyes, 1998). Considering that the average years of community work experience of environmental leaders was 7.4 years, it was interesting to observe that Keyes' findings did not apply to the participants of the study, as they feel as important members of their communities where they develop environmental projects. Further research with a larger sample will be needed to determine which are the characteristics of the role of environmental community leaders that could explain if the number of years are not directly proportional to the high levels of social integration and social contribution.

Regarding social actualization, participants considered individual and personal growth as the most relevant elements of this specific dimension of social well-being. Based on

Keyes' (1998) theory, it can be inferred that the environmental leaders might have a tendency to be happier individuals, as they believe that the members of their communities can reach good levels of education and develop their individual potential (Keyes, 1998). However, the societal and group components aspects of social actualization were not present in the perspectives of the participants of the study. According to the theory, social actualization refers to the degree of which individuals think positively about the future and the conditions of society and when they recognize that their communities have potential to grow (Keyes, 1998). Moreover, considering that the participants of the study mostly implement environmental initiatives with underprivileged communities, the presence of personal growth as the main factor of social actualization in the perspective of environmental leaders can be explained by the premise that members of low-status groups prefer individual status improvement rather than group status improvement (Ellemers et al., 2008), at least when the source of low-status is not controllable and/or group boundaries are permeable. Also, could be due to leadership styles. According to Bass and Riggio (2006) "transformational leaders empower followers and pay attention to their individual needs and personal development, helping followers to develop their own leadership potential" (p. 4). Further research should be developed to address to what extent leadership styles are linked to the ways individuals evaluate the dimension of social well-being of social actualization.

Concerning social coherence, it is possible to imply that the environmental leaders from the sample are individuals with a broad vision of the way in which society is structured and that although they understand that their communities are not well organized, they may have a tendency to happiness, as they reflect on the way their communities operate and the possibilities of enhancing the quality of their organizational processes (Keyes, 1998).

Through the participants' general conceptions on social well-being, it was interesting to observe that for them, the most frequent aspect of social well-being was social actualization. This could relate to the main purpose of their jobs as environmental leaders, which is to help communities to overcome environmental challenges and transform their social and environmental realities (Gallagher, 2012).

Also, the environmental leaders from the sample talked about social contribution as an element of their social well-being that is based on the impact their projects make in society. According to Keyes (1998), people that consider themselves important members of their communities are happier. Further research will be necessary to assess if people that promote environmental initiatives in the community context feel more socially contributive than individuals that work in the corporate sector, even those who lead environmental organizations but without engaging in communitarian activities.

Furthermore, throughout the analysis of the participants' responses, a relatively frequent category of social well-being was found that is not addressed by Keyes's theory. According to the environmental leaders interviewed, social well-being is linked to the balance between community relationships and the natural environment and living in a healthy natural environment. An experimental study found that students with a greater connection to natural environments tend to have greater ability to reflect on problems of everyday life, improve their attention and experience more positive emotions than those who perform in urban settings (Russell et al., 2013). Considering the connection that the participants made between social well-being and nature, a possible future study could be developed to assess in what ways greener communities affect the social well-being of environmental leaders.

4.3 Concluding statements

The relevance of the present study resides on the importance of exploring the social well-being of environmental leaders from a social and organizational psychology perspective. Environmental leaders that work in the non-profit context develop organizational processes with the aim of making a positive impact on society (Boone, 2019). This tendency can be observed in a review of 36 quantitative studies from 1995 to 2010 about employee well-being and the relationships between human resources management and organizational performance, which concludes that well-being in terms of happiness and social relationships is congruent with organizational performance (Van De Voorde et al., 2011). Thus, understanding the quality of social life of environmental leaders throughout the present study expanded the scope of traditional organizational psychology around this topic, since they focused mainly

on the psychological and social well-being of leaders who work in corporate organizational environments.

Also, considering that climate change causes forced migration and exclusion of social groups (Reid, 2014) and acknowledging that environmental leadership changes the relationships between society and nature and connects people and cultivate communitarian contexts that creates the relationships necessary learn and work together towards common ecological goals (Gallagher, 2012), the findings about how environmental leaders conceive social well-being helps to answer questions around how they experience and promote social integration, social acceptance, social contribution, social actualization and social coherence within their communities while engaging their members into climate action.

Finally, this research opens the discussion in social and organizational psychology about the most important elements for these type of leaders in terms of their social well-being and how they experience social integration, social acceptance, social contribution, social coherence and social actualization. As stated in the introduction of the present study, community environmental leaders have an important role in the construction of the societal relationships that are necessary to preserve our natural resources. Therefore, in order to have a greener world, we need community environmental leaders with an optimal quality of social life, which will allow them to tackle the continuous social challenges that they face while leading community members towards climate action. The findings of the present study can serve as inputs to design, implement and evaluate training and development programs to enhance the social well-being and leadership performance of individuals who develop environmental solutions in neighborhoods and rural areas by engaging other members of their communities.

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Appendices

Appendix A
Informed consent

Informed consent for social well-being study.

The interviews of the present study aim to understand the social well-being of environmental entrepreneurs in different countries. They are done in the scope of a Masters' dissertation at ISCTE-Instituto Universitário de Lisboa, University in Lisbon, Portugal.

The interviews are made in 2 moments. The first moment is an oral preliminary interview facilitated by the researcher through a Zoom videocall. In the second moment, participants will receive by email a Word document with 10 questions. The participants must write their answers on the Word document and send it back to the researcher by email. The interview in the first moment will be recorded to be transcribed for textual analysis.

Your participation is voluntary, and you can withdraw at any time. There are no risks, discomforts or adverse effects related to your participation in this investigation.

The interview data will be used in complete confidentiality, with no information that could lead to the identification of questions by the interviewees being revealed. The identification data of the interviewees will be selected only for the interviewers and will not be associated with any material that can be seen by anyone else, thus preserving the participants anonymously or anonymously.

Scientific results that use this investigation (reports, classes, publications) are expected. The scientific dissemination of the results will omit all information that may lead to the identification of the interviewees/participants.

For any additional information or clarification, you can contact the responsible researcher, MA candidate Ivan Gonzalez Bustillo: igonzalezbustillo@gmail.com.

I declare that I have read and understood the information provided and agree to participate in this investigation.

city:

Date:

Participant's full name:

Appendix B

Written questionnaire

SOCIAL WELLBEING INTERVIEW GUIDE

Created by Ivan Bustillo.

Revised by Prof. Miriam Rosa.

ISCTE – IUL. Lisbon, Portugal.

Participant's information

What is your age?
-
What is your gender?
-
What is your nationality?
-
What is your current hometown?
-
For how long have you been an environmental leader?
-
In which communities/cities/countries do you develop your projects?
-
For how long (months, years) have you been actively engaged in your community(s)?
-

Questions

Introductory paragraph:

The present interview is about social well-being. It is important that you think about your role as an environmental entrepreneur while answering the questions. There are no right or wrong answers. What matters most for the success of this work is to have your most sincere opinion. Please answer as spontaneously as you can, write your thoughts the way they come to your mind and do not edit your answers. Remember that the opinions you share are confidential and will be used for scientific and academic purposes only.

1. ***If you could think about 5 words to express how is your relationship with other members of your community, what would these words be?***

   Please, write them in the lines below:

   _____   [ ]

_____

_____

_____

_____

Please rank the words by importance, from 1 (the most important) to 5 (the least important). You can write the number in the box at the right side of each respective word.

Now, tell us a bit more about how your relationship with other members of your community is. Feel free to write below as much as you think it is necessary:

2. *If you could think about 5 words to express what things you have in common with other members of your community, what would these words be?*
   Please, write them in the lines below:

   _____

   _____

   _____

   _____

   _____

Please rank the words by importance, from 1 (the most important) to 5 (the least important). You can write the number in the box at the right side of each respective word.

Now, tell us a bit more about the things you have in common with other members of your community. Feel free to write below as much as you think it is necessary:

3. *If you could think about 5 words to describe your trust others, what would these words be?*
   Please, write them in the lines below:

   _____

_____

_____

_____

_____

Please rank the words by importance, from 1 (the most important) to 5 (the least important). You can write the number in the box at the right side of each respective word.

Now, tell us a bit more about how you trust others. Feel free to write below as much as you think it is necessary:

4. *If you could think about 5 words to describe how diligent you think others are, what would these words be?*

Please, write them in the lines below:

_____

_____

_____

_____

Please rank the words by importance, from 1 (the most important) to 5 (the least important). You can write the number in the box at the right side of each respective word.

Now, tell us a bit more about how diligent you think others are. Feel free to write below as much as you think it is necessary:

5. *If you could think about 5 words to express how important you think you are for your community, what would these words be?*

Please, write them in the lines below:

_____

_____

_____

_____

_____

Please rank the words by importance, from 1 (the most important) to 5 (the least important). You can write the number in the box at the right side of each respective word.
Now, tell us a bit more about how important you think you are for your community. Feel free to write below as much as you think it is necessary:

```
┌─────────────────────────────────────────────────────────────┐
│                                                             │
│                                                             │
│                                                             │
│                                                             │
└─────────────────────────────────────────────────────────────┘
```

6. ***If you could think about 5 words to express how beneficial society growth is, what would these words be?***

Please, write them in the lines below:

_____

_____

_____

_____

_____

Please rank the words by importance, from 1 (the most important) to 5 (the least important). You can write the number in the box at the right side of each respective word.

Now, tell us a bit more about how beneficial you think society growth is. Feel free to write below as much as you think it is necessary:

7. *If you could think about 5 words to express in what way is your community evolving, what would these words be?*
   Please, write them in the lines below:

Please rank the words by importance, from 1 (the most important) to 5 (the least important). You can write the number in the box at the right side of each respective word.
Now, tell us a bit more about how your community is evolving. Feel free to write below as much as you think it is necessary:

8. *If you could think about 5 words to express how is your community or society organized, what would these words be?*

Please, write them in the lines below:

Please rank the words by importance, from 1 (the most important) to 5 (the least important). You can write the number in the box at the right side of each respective word.

Now, tell us a bit more about how your community or society is organized. Feel free to write below as much as you think it is necessary:

Appendix C

Illustrative table for rank-frequency method.

Different categories of evocations with rank-frequency method (Verges, 1994).

		Appearance ranking	
		Low	High
Zone frequency	High	Cell 1 –Core zone (High frequency, high importance)	Cell 3 - Contrast elements (High frequency, low importance)
	Low	Cell 2 – 1st. Periphery (Low frequency, high importance)	Cell 4 – 2nd Periphery (Low frequency, low importance)