2014

Shared Leadership: Individual Reflections

Abstract

This study considered individual reflections on shared leadership, practiced by three academics working at a London based university, each share course leadership with three or our four colleagues. The positions were created by their field leader in support of the universities strategic goals which focus on meeting student needs; developing leaders and enabling more research to take place. The findings show that these goals are certainly met, although not clearly recognised and supported by the senior management team of the institution who follow the traditional hierarchal leadership framework. It is further recommended that the key elements identified in the literature which are needed for shared leadership to occur; also consider time as an element.

Table of Contents

Introduction

A President. The Captain of Ship. A Headmaster. Traditionally, leadership theories and leadership in practice view one person at the top. One person who has the ultimate responsibility.

Recent government changes have resulted in some higher education institutions moving to more target driven business strategies, similar to those of private businesses. Acquiring government funding through student recruitment and other grants is set to become even more competitive and pressure is increasing from industry to provide "matching our needs" – graduates (Deem et.al, 2001)

Universities are introducing business-like terminology in their management structures moving from "Head of School" to "Director", creating line-manager positions and referring to students as customers (Spiller, 2009). Implementing the changes of performance management targets and additional tools to measure effectiveness and quality often result in more layers of leadership (Armstrong, 2012). Traditional hierarchical leadership models are being emphasised even more as part of institutional reforms with management practices aiming to control subordinates' efficiency and productivity. Feeling micro managed; academics are reported as feeling disengaged with the organisation. The "top-down" style of leadership ignores the potential of those in more junior positions (Dearlove 2002; Kanuga 2013).

1.1 Research Focus.

Perhaps the idea of shared leadership or distributed leadership, as the horizontal models are often referred to, may overcome some of these cultural clashes of management frameworks mentioned above. Considering shared leadership as part of their strategy, institutions may find that is does not need to replace the traditional delegated management style but instead has the potential to be mutual supportive (Abuodha et.al., 2012). This type of leadership enhances the abilities of individuals and implies that several members of a team, together or at different times, may take the lead. It may provide the autonomy some traditionalist academics still seek whilst enabling the higher education institution to survive and even prosper in the ever increasing competitive environment they are facing (Ameijde et. al., 2009).

The aim of this study is to add to the scholarly literature and understanding of shared leadership by considering individual reflections of this concept in a higher education setting.

1.2 Research Context

This study will adapt a case study approach, focusing on one of eight schools in a London based university. This school has three undergraduate courses which traditionally see an intake of over 100 students each, every September. The courses include a placement year and as such each course has a cohort of around 400 students. Until recently these course had one course leader each.

In the past two years however we have seen several important changes in the environment we lead in:

1) Because of government changes, in student fees, accessibility to course content, reviews and statistics there is larger organisational pressure to meet and exceed student expectations.

2) Internal University changes in performance strategies have let to lecturers being pressured into course leadership if wanting to apply for promotion.

3) The courses in question are still growing each year and student numbers are expected to increase for academic year 15/16 when the cap on student numbers is lifted.

In respond to these changes; the field leader within this school has created multiple course leader positions for each course; resulting in each course having 3 or 4 shared course leaders.

Although academic studies have found evidence of the principal of shared leadership being effective in other industries and to an extent in higher education; most research considers shared research from a project or change management perspective (Avolio et. al., 1996; Pearce and Sims, 2002; Bennet et. al., 2003; Harris, 2003; Spillane et. al., 2004; Kocolowski, 2010; Abuodha, 2013). Limited research focusses on a junior management level and particular in the field of higher education. It is necessary to further study this concept within the higher education context. This study therefore seeks to answer:

1) What are the key elements needed to enable successful shared leadership to occur?

2) To what extend does shared leadership at junior academic level contribute to an organisation meeting its goal?

3) Does shared course leadership contribute to meeting students' needs?

This study contributions lies in conducting the research on shared leadership from junior managers' viewpoint who operate in a traditional hierarchal leadership environment.

1.3 Outline of the study.

This paper will first consider existing literature, offering an overview of alternative leadership models compared to traditional leadership models. It will then explore the challenges of shared leadership in both industry and higher education with the aim of identifying critical factors needed for successful shared leadership to occur. Within the methodology chapter the underlying approach of the research will be presented as well as the data collection and analysis methods. The findings and discussion of the study will present the academics reflections of shared leadership in practice and answer research question 2 and 3. In the last concluding chapter, the paper will discuss if a mix of top-down and shared leadership strategy is a possible competitive solution within a higher education setting.

1.4 Limitations of the study.

The researcher conducting the study is also a peer of three and a subordinate of one of the participants. This might limit the participants in the answers they give (Anderson et.al., 2011) Extra care will therefore be taken in persevering the identity of the participants as will be explained in the methodology chapter.

2. Literature Review

2.1 Concept of leadership

The Higher education environment is continually presented with new realities and challenges (Barry et.al. 2002). The local and, arguable, global context, places pressure on organisations ability to adjust and react to changes. The adjustment often involves reviewing current practices of accountability and productivity and puts pressure on the leadership foundation of the organisation (Bolden et.al, 2008).

Responding to these changes, while staying profitable, is also key in the eyes of stakeholders like investors and students (Berger, 2002). By reviewing leadership styles we can better understand on how these could benefit a Higher education organisation whilst considering the complexity they operate in (Bryman, 2007). When trying to understand an organisations ability to adapt to a changing and more competitive environment, it becomes imperative to review the role of leadership and to understand to which extend this is adaptive to the organisational culture (Locke, 2003). Some research in this area argues that leaders' influence on organisational performance is overestimated (Manz, 2001). However others acknowledge that leadership and the culture of an organisation are intertwined and directly linked to its output. The concept of leadership within this debate therefore needs be explored further (Carmichael et.al, 2011).

Literature considers various definitions to the concept of leadership including dimensions of behaviours, traits, follower perceptions and relationships (Beerel, 2009). Modern research tends to rely on the perceptions and performance of a leader whilst more traditional writers rely on personality traits of a leader (Gill, 2007). When considering leadership as an action, or activity, it has been largely connected with the persuasion of goals and associated with exercising influence (Ryan and Tipu, 2013). Similar arguments consider that within the process of leadership one person influences another person in order to achieve a shared goal (Gill, 2007). Beerel (2009) finds it is relational activity, aiming to provide guidance for followers. And thus, interestingly leadership may be conceptualised in various ways however the traditional generic acceptance seems to be that it has two components: the leader interacting their preferred way with their subordinates. The concept of shared leadership, on the other hand, is considered to be an interactive, dynamic process when two

or more members of a team engage in leadership; sharing power and influence rather than centralising it with one dominant superior (Pearce and Sims, 2002; Bergman et al, 2012)

2.2 Leadership theories

When considering leadership requirements; some theories emphasise capabilities and skills, while others place priority on personality (Andersen, 2006; Charmichael, 2011). Traditional theories tent to look at the leaders' action and style of management whilst more recent approaches consider the contextual factors influencing the leader (Pearce and Simms, 2002; Gill, 2007). Regardless of portraying diverse sites of the discussion, these theories are supportive of each other and provide an understanding of the notion of leadership.

It is intriguing to see how leadership theory has grown and developed. The pioneer of leadership theory, the Trait Theory, claims that all leaders possess unmistakable characteristics which enable them to manage subordinates (Andersen, 2006). In itself this theory does not consider the behaviour of leaders. Scholars then identified three main fields of behaviour: authoritarian, democratic and laissez-faire; and the theory of behavioural leadership were born (Beerel, 2009; Allio, 2013). However when considering the contextual environment; a combination of different elements is needed and as such the behaviours cannot be noticed on their own (Kort, 2008). The way in which they are combined has an influence on how the leader is perceived and responded to (Hazy, 2007). This perhaps is the reason for a further step being taken in the development of leadership theory with the introduction of situational and contingent frameworks (Kakabadse et. al., 2010). These argue that leaders will base their action and decisions depending on the current situation they are facing.

Considering this evolution in leadership research, it could be argued that what has been agreed to be essential to leadership strategy in the past, then evolved and is not of relevance in the present. This progressive development sees that it is the situation or context of the organisation which calls for a suitable model of leadership and that not one fixed theory is applicable.

Recent leadership literature has introduced different concepts to the traditional hierarchal, or top-down, leadership models: the phenomenon of shared or distributed leadership (Avolio, 1996; Dixon et. al., 2006; Kocolowski, 2010).

2.3 Distributed or Shared Leadership

Thus, in itself a new view on leadership, shared leadership follows on from the trend of leadership theory development. However what seems to have underpinned those traditional, arguably reductionist leadership paradigms, is that these consider leadership as a vertical process; separating leaders from subordinates. Distributed leadership questions this view of a solely vertical process and considers the influence of shared action, focussing on diverse individuals leading together to achieve a common goal (Bennett, 2003). The actual scholarship around shared leadership is still in its infancy and as such the term is used interchangeably with the term distributed leadership (Abuodha et. al., 2012). As well as the term, conceptualisations seem to vary from the context of an entire organisation to small individual teams (Kelloway and Barling, 2000). The literature does seem to agree that the principle of shared leadership is a leadership process to which several individuals contribute (Houghton et. al., 2003; Kocolowski, 2010; Evaggelia, 2012).

Feyerherm (2009) conducted a longitudinal study which considered individuals working in different departments working towards the same project outcome. This involved sharing knowledge and expertise and for several of those members sharing the leadership "hat". He concluded that such projects can only succeed when horizontal leadership frameworks are in place. Several other studies looked at the sharing of leadership and concluded that it is beneficial to an organisations performance as well as staff morale and motivation (Benett et. al., 2003; Dixon 2006; Ensley et.al, 2006). There also seems to be an agreement that shared leadership can only be more effective than the traditional vertical leadership style if individuals recognise each other as leaders (Seers, 1996; Harris 2003; Spillane et. al, 2004). It should be pointed out however that most of these studies are based on research that involves project management or change management.

In reality the concept of shared leadership, at least amongst more junior levels of staff, is not new. Within the hospitality industries it is common for three or more members of staff to share the same position and to divide this up in shift patterns (Armstrong, 2012). Often studies in these fields describe this phenomenon as co-leadership and focus on how to develop tactics for improving the effectiveness of co-leadership (Patel, 2002; Ispas, 2012; Jain and Jepppesen, 2014). Although during the shifts the junior managers or supervisors often manage individually and independently; their leadership style is influenced by the characteristics of shared leadership and as such requires the leader to include behaviours associated more with horizontal leadership than those of vertical leadership (Kort, 2008). For long term goals the leadership is carried out by a team of leaders instead of a single

individual and draws from the collective knowledge (Patel, 2012). Decisions benefit from diversity of thought (Jain, 2014). When reflecting on their shared leadership position, hospitality leaders often highlight the benefit of second opinions and the occurrence of natural mentoring amongst the team (Mullins, 2011; Armstrong, 2012; . When progressing within the hotel business into more singular or vertical leadership roles; those that have experienced shared leadership in the past, report to have greater energy and ability when dealing with change and reorientation then those who have come through more traditional routes (Ispas, 2012). In general these studies argue that shared leadership at junior and middle management level compliment an organisational structure where top-down leadership is the prime foundation. Shared leadership in these environments enables collaboration within teams, higher levels of engagement towards the organisational goals and reduction of stress levels (Manz and Sims, 2001). In addition it is thought to have a positive influence on various stakeholders, including the subordinate employees; other departments and the customers (Jain and Jepppesen, 2014). Thus when shared leadership has been practiced in hospitality environments; it has an overall positive influence on the organisation and when practiced at a more junior level it can complement a hierarchical structure.

2.4 Shared Leadership in Higher education

Pearce (2003) discusses how vertical leadership plays an important role to the ongoing success of distributed leadership. In their 2008 study on developing collective leadership in higher education; Bolden et.al agree with this notion of blended leadership. They imply that effective university leadership needs a combination of individual and collective leadership, or that shared leadership complements and enriches the traditional hierarchal leadership. Several studies discuss how in both further education and higher education the emergence of shared leadership can come from mainly two different influencers: either formally delegated by senior management and thus top-down or informally dispersed from leaders themselves and thus horizontal influence (Storey, 2004; Mcgrath, 2005; Knight and Yorke, 2006; Ameijde et. al., 2009). The majority of papers set in the context of higher education; follow the same pattern seen in the generic leadership literature and review shared or distributed leadership in terms of project teams (Avolio, 1996; Harris, 2003; Abuodha, 2013). Ameijde (2009) developed a model of distributed leadership in project teams which included key factors needed in an organisation for shared leadership to occur. Although not as specifically identified, these same themes appear in other studies

(Pearce and Sims, 2002; Bennett et. al., 2003; Spillane et.al., 2004; Kocolowski, 2010) and can therefore be considered critical.

As well as looking at shared leadership from a project management perspective; some studies have considered shared leadership at senior level or cross functional levels, including administrative and support roles. From these it can be concluded that leadership and management precepts at universities and similar establishments should consider the traditional culture of collegial leadership, complementing the characteristics of such an environment. Alternative, horizontal, models of leadership consider the quality of interpersonal relationship and encourage members of a group to contribute instead of to follow.

2.5 Key findings and the development of a framework.

The process of reviewing key literature on leadership theories, followed by the scrutiny of literature on shared leadership both in higher education and other industries was needed to fully comprehend and identify enabling factors which are critical to the internal conditions that need to be in place in order for successful shared leadership to occur. Figure 1 shows a framework derived from this review, containing key terms associated with these factors.

Figure 1: Key Factors to enable shared leadership adapted from Amijede (2009).

Although the literature discusses how shared leadership may be part of an organisations leadership strategy; little has been said on how this may impact student experience in higher education. Thus far no paper has been identified which has considered looking at shared leadership from a sole junior academic management level, like a course leader or possibly field leader. This is interesting as research does identify that student experience and meeting a student's needs and expectations is part of most post 1992 university's strategies. In addition the UK Quality Code for Higher Education (QAA) states that it is considered to be part of a provider's duties to support and advice students through individual tutorials and recommends these to be facilitated by either course leaders or personal tutors (QAA online, 2014). This study therefore proposes to review current shared leadership practices within a higher education institution and measuring to what extend the above mentioned key factors are present and influence on the student experience.

3. Methodology

3.1 Method

The aim of this study was to add to the scholarly literature and understanding of shared leadership by considering individual reflections of this concept in a higher education setting. To develop a new hypothesis; a qualitative research approach was adopted (Gergen and Gergen, 2007), capturing the specific context and providing rich data. In addition this method allowed for the underlying structures and the "how" of shared leadership to be further explored (Seers, 1996) rather than measure the different perceptions of junior leaders. The underlying paradigms of qualitative research, interpretivism and constructivism, allow participants the opportunity to discuss their experiences and views in their own words (Wertz et. al, 2011). In addition a qualitative approach allowed for more naturally occurring responses which are more likely to be significant than those answers gathered through fixed quantitative methods (Atkison et. al., 2004). At this stage, the main aim of the research was to test the extend of which the critical internal conditions that need to be in place for successful shared leadership to occur, happen in the context of the case study. Additionally the research aimed to expose any possible advantages to the student experience and the leader's point of view on the future of the concept of shared leadership in higher education settings. Four semi-structured interviews were conducted with participants coming with different backgrounds and experiences to shared leadership. The method of semi-structured interviews allowed for an open dialog between the participant and the researcher, allowing for rich data to emerge (Wertze, et. al., 2011). The findings should enable a greater comprehension of shared leadership in higher education and extend the literature on this phenomenon.

3.2 Research Context.

The study was conducted at a large London based university. The university has been faced with the demands of the external environment to increase its performance in relation to rankings. In response to these pressures, the University has undergone many structural changes including the introduction of a clear vertical hierarchy where heads of school have less autonomy on their own strategy and budget. In addition, in the last two years, the senior leadership team has introduced new, more performance related, contracts for academics. This

meant that each academics' scholarly performance was reviewed and, depending on their academic "outputs" in the form of publications, were slotted into a certain performance stream. Depending on the stream they are allocated in; academics have different performance targets which include different percentages of teaching hours and time allocated to scholarly research. Academics have the opportunity to move stream or get promoted to more senior positions by increasing their scholarly outputs or taking on leadership roles. This study will look at one of the eight schools of the University. This particular school has made significant profits for the University both before and after the recent changes. However a small scale study, carried out in 2013, pointed out that as a result of the changes; academics feel disengaged and demotivated to continue to perform in their roles and they related this to the micro-management culture (Kanuga, 2013). Lecturers clearly battle between the new increases of managerial top down practices in comparison to their traditional academic freedom. At the same time student numbers for this school are increasing each year, with an intake of 350 undergraduate students for the academic year 2014/2015. This current situation of an increasingly complicated environment and the increase of student numbers on each course offered an ideal opportunity to further explore the dynamics of shared leadership, a concept which was recently introduced by the field leader within the school.

3.3 Sampling

Purpose sampling was applied to identify suitable participants for the research. The school has three large undergraduate courses and each has adopted shared course leadership within the last two academic years. The courses each have three or four course leaders in comparison to single course leadership previously. Denscombe (2007) promotes purposive sampling, believing it to give variation and flexibility in data choice and thus representative of qualitative research. To ensure the sample was reflective of the total population, it was decided to interview one course leader from each course. Each of the course leaders interviewed represented a different year group: level 4, level 5 and level 6. Each of the participants had been within the department for approximately five years and as such had similar exposure to the school and university prior and since the changes. To gain a greater inside as to the reasoning behind introducing shared leadership, the field leader who created the positions was also interviewed.

3.4 Data Collection

A narrative inquiry interview, following a semi-structured outline, was carried out with each of the four participants. This format allowed for participants to reflect on their experiences in a unique way (Gergen and Gergen, 2007). In addition the researcher was able to rephrase questions when required. The questions were developed based on the identified key terms in the literature; constituting enabling factors which are deemed critical internal conditions that need to be in place in order for successful shared leadership to occur. Further insight was sought by asking leaders if they felt shared leadership was the "way of the future" both in relation to the school and the university achieving its targets and the student's needs. A pilot interview resulted in some of the questions being adapted to allow for a more interactive dialogue to occur, as can be seen in appendix A.

Participants where approached in person to take part in the research and suitable times and locations were diarised. Each participant was assigned a pseudonym to allow confidentiality and anonymity (Cohen et, al, 2011). During the interviews, written notes were taken as well as digital recordings.

3.5 Data Analysis.

The recorded interviews were transcribed. The transcripts were then coded using a thematic approach, using Microsoft Word comment and table features (appendix B). The themes followed the key elements identified in the literature which are believed to influence shared leadership and are shown in model 1. To identify further recurrent themes, content analysis was applied classifying them into further factors associated with the research questions (Sarantakos, 2012).

3.6 Assessment of the Research.

It is felt that the sample size within the context chosen is representative of the wider area of the research chosen in that it has provided rich, in-depth data with generalizable results. It is likely that if the same methods were applied in another context; similar results in relation to the research questions will be found. Although the qualitative nature of the research had elements of interpersonal interaction; the interviews were digital recorded with intending to create bias-free transcripts. If analysed by a different researcher, considering the framework developed from the literature, similar results are expected.

3.7 Ethical Considerations.

Floyd and Arthur (2012) point out that institutional anonymity is problematic for insider researchers and meaningless when published as with a little investigation online institutions can be identified. This study is not intended for publication, yet may still be reviewed by external examiners or students. These reviewers will not have access to the authors name, it was therefore decided to hide the institutions name and to use pseudonyms for the participants, in an effort to preserve anonymity, at least in the main body of the report. Throughout the research undertaken; thorough attention has been given to ethical procedures. The researcher completed the University of Reading online course in data protection act, as can be seen in appendix C. The head of school gave his consent for conducting the research within the school and University (appendix D). The participants were each given consent forms, outlining the reasons for conducting the research and it was clarified with them both within these papers and in person that they had the right to take part or withdrawn from the study at any point (appendix E). To preserve their identity; pseudonyms were used for participants in the findings of the report. Each participant was offered the opportunity to check their transcripts (Baum and Clarke, 2013).

3.8 Limitation of Study.

Although all four participants were keen to take part in the research, one participant indicated at the time of scheduling the interview that they would not like to discuss how the changes the school and university have gone through have affected them. Care was taken to not include this subject in any of the interviews however it raises the question to what extend each participant gave their full reflections on the shared leadership experienced. This perhaps may be avoided when the researcher is not also a colleague or subordinate of the participant.

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4. Findings and Discussion

4.1 Introduction.

A thematic interpretative approach was used throughout the analysis process. The literature identified key factors, or terms, which need to be present for successful shared leadership to occur. These terms were introduced in the interview questions and then analysed on how participants reflected on them. Further focus of the interview was on the extent that shared leadership benefits the student needs and supports the organisations goals.

To avoid losing the fuller picture, or the context of the coded data; vignettes have been written for each participant (Braun and Clark, 2013). The data, per participant, is then represented in diagram format and compared to the critical internal factors needed for shared leadership to occur as identified in the literature. A final reflection is given on each data set on the extent to which the concept of shared leadership at junior level; may be positive in relation to meeting student needs and organisational goals. An example of a coded transcript is given in appendix F and an example of the calculations, forming the basis of the diagram, is given in appendix G.

4.2 Participant A.

Participant A (PA) who's pseudonym is Lisa; has been with the school and university for five years. She is currently shared course leader for programme A. Lisa shares her leadership with two other leaders and she is mostly responsible for the management of level 6. Her interview lasted 28 minutes. It was felt she was comfortable and happy to be interviewed, yet at many times she seemed uncertain of a definite reply to questions, using the word "possibly" 23 times during the conversation. At the start of the conversation she seemed in less support of the concept of shared leadership. The coding of the transcript made 11 references to her position not being a "real leader" and only having "some defined goals". Yet the reflections took a positive turn when considering the shared workload and responsibilities. She made a total of 16 references to the team sharing the leadership in a positive and productive way. Furthermore, throughout the conversation she made 6 direct links to the model having a positive effect on meeting student's needs. Yet Lisa was clearly concerned with the lack of time the leadership team has to make real improvements on the course, making a total of 12 references to this and using phrases like: *"We have to be reactive*

instead of proactive". She felt positive when it came to her identity mentioning that the role has given her recognition both from her peers and students. Finally although she believes the role can have an advantage towards staff development; she does not think the universities senior management recognises the importance of the role.

Lisa's interview was thematically coded against the critical factors needed for successful shared leadership to occur, as identified in the literature. Each time the factors were reflected on positively within the conversation, they were awarded a point. When reflected on in a negative light, a point was deducted; bringing some factors in the minus. At times her wording indicated that the terms were "somewhat in place" however if she did not elaborate or was neither positive nor negative, zero points were awarded. The diagram below represents the presence she gives of each of these key terms when reflecting on her own role. The larger the circle, the more the term has manifested in her team. We see that "adaptive behaviours" and "inclusiveness" were actually reflected negatively on. She has mixed view on autonomy, clearly defined responsibilities and team size. She clearly felt that "Shared internal goals" and "mutual performance monitoring" occurred on a regular basis.

Figure 2: Lisa's reflections on critical internal factors related to shared leadership.

As mentioned in her vignette; Lisa clearly feels frustrated with the lack of time herself and the team have in carrying out this role. She refers to it in most of her answers: "*What you would like to do is not possible*" and *"There is room for improvement if you have sufficient time"*. She does not believe shared course leadership is in line with the universities goals, even though it has such clear positive impacts on student needs. Perhaps her answer to how to "meet student needs" would be to have single course leadership, with clear defined responsibilities and the ability to implement change or as she puts it: ".*that would create a greater sense of driving forward change because you know it is more rewarding I guess*" . What she would need for all of this to happen, in one picture, is time.

4.3 Participant B.

Participant B (PB) who's pseudonym is Claire has been with the school and University for almost five years. She is currently shared course leader for programme B. Claire shares her leadership with three other leaders and she is mostly responsible for the management of level 5. Her interview lasted 21 minutes. She came across confident and at ease when introducing herself and talking about her history with the university. She has worked for another university in the past and feels her current employer, in particular the school, is more "*vocational and less academic*". For the first fifteen minutes of the conversation she seems sceptical of the concept of shared leadership. Her reflections included a few disagreements within the team and she clearly felt there was a lack of autonomy within the role. Yet, she also views herself as someone who is there to *"train the others"*. She argues that her manager has put her in this position to train the other leaders. She makes a total of 9 referrals which were coded as "I lead, others follow". At several points in her interview she discusses the "time wasting" involved when trying to make decisions as a team of four.

As can be seen from Claire's diagram, few of her reflections include the key elements of shared leadership identified in the literature. And even those she feels are present, are too a much lesser degree than Lisa's. Claire scored highest in "clear defined responsibilities" although only with 4 points, whereas Lisa's "shared internal support" had as many as 10 points.
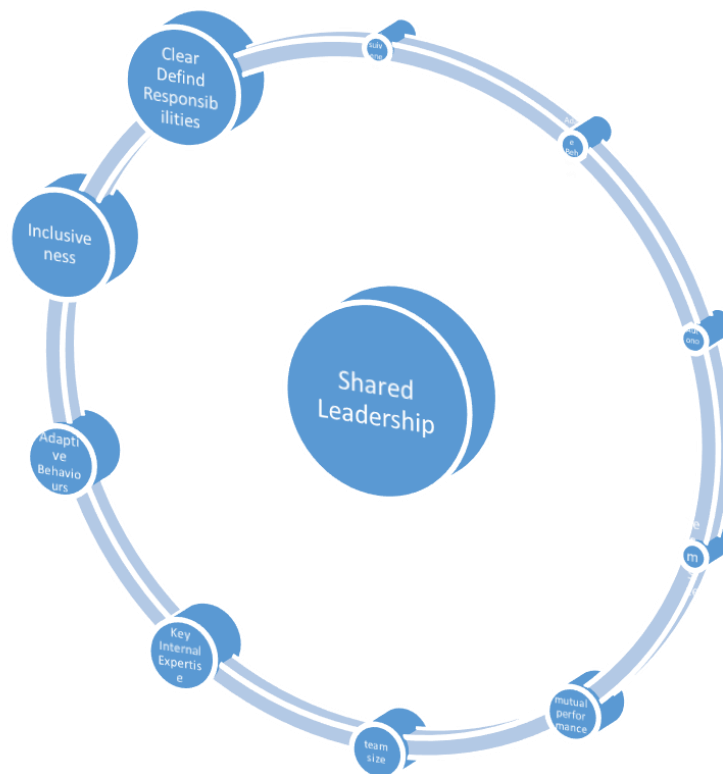
Figure 3: Claire's reflections on critical internal factors related to shared leadership.

Where Claire and Lisa are similar is that both make consistent references throughout their interview on how the shared course leadership is benefiting students: "*I only deal with level 5, so the time I can dedicate to those students is much more*" and "*Compared to last year, where students only had one leader, they are now getting much quicker and individual help*". Just like Lisa; Claire also believes that time and workload are an issue when it comes to managing the course effectively: "*We tried desperately to get a meeting, once a month, between the four of us but our workloads are just too heavy and we all have different classroom schedules*".

Claire doesn't feel shared course leadership matches the current strategy of the University (*"Quite the opposite!"*); she does feel it is the way of the future, especially when it comes to ever increasing student numbers: *"They must explore and invest in shared leadership further as I can't see how else they will manage the large cohorts"*.

4.4 Participant C.

Participant C (PC) who's pseudonym is Lara has been with the university and school for just over 5 years with the last 4 years in higher education. She is currently shared course leader of programme C and she mostly looks after level 4. Lara was comfortable and open during the interview, which lasted 23 minutes. Lara seemed very much in favour of the concept of shared leadership when she opened the conversation herself saying: *"I am glad we get to discuss this. It's something we have known works well for years in industry and it's about time the university lived in the present of leadership strategy"*.

As can be seen from her diagram, Lara feels the key elements identified by the literature which need to be in place for shared leadership to occur, are very much present.
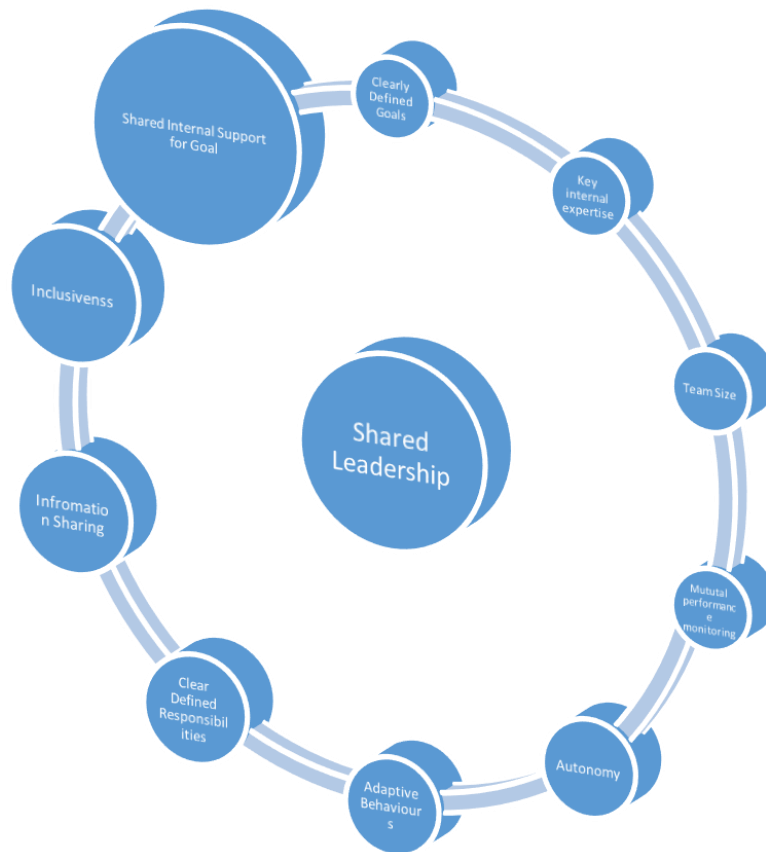
Figure 4: Lara's reflections on critical internal factors related to shared leadership.

Like Lisa, Lara refers to effective team work many times in her conversation. She feels that the clear defined responsibilities the team have set for each leader, contribute to their common goal which is "*to help students to perform academically and get ready for careers*". When Lara reflects on her experiences she doesn't mention the lack of time. Once, she almost claims the opposite: "*....Also there is usually one course leader available at all times*". And: "*I feel well supported by my colleagues and also more confident in dealing with my year group rather than stretching myself beyond what I can be reasonably expected to handle in the time allocated*". Lara is positive shared course leadership is the way of the future, both for students and for academics well-being: "*…a very wide and complex role that when shared is less stressful and this also benefits students*".

The different reflections between the three leaders, all representing a different course, seemed to be underlined by their conception on time available. In addition Lara feel she has autonomy on leading her level and is satisfied with the structure. Lisa and Claire each question if autonomy is part of their role; something they perhaps desire.

4.5 Participant D.

Participant D (PD), who's pseudonym is Alex, has been with the University for 7 years. Initially as a guest lecturer and for the past 5 years field leader, overseeing the 3 programmes involved in shared leadership. Within the last two years; Alex gradually introduced shared leadership to each of the courses. By interviewing her; the researcher hoped to gain a fuller insight into the reasoning why shared leadership was introduced, which key elements the field leader thought were critical to the process and how she felt about shared leadership in relation to meeting organisational goals and student needs. The interview lasted 32 minutes.

During the conversation it was clear that Alex is putting student needs in front of everything. She discussed how when she first started in her role; course leaders who were managing up to 350 students were "*…quite stressed and could react quite harshly to students*". It became her goal to "*reduce stress levels and make students feel seen as persons*". She described how at the time academics were working autonomously on their own individual modules and that "*There was no practice of information sharing, they would not show their modules to anyone else*". Her goal became to create teams to share internal support: "*Working in a team, rather than each sit in their corner and panic and overloading*" and "*Sharing reduces stress and creates better classroom environments*". Initially though she

had to adapt some of her own leadership style and expectations. She realised that "*… managing a group of academics is like herding a group of cats. They smile nicely and then walk off and do their own thing."* She had to "*use some more informal approach of involving and gently herd them back in*".

Next she started responding to what subject areas academics were passionate about and gave them the opportunity to develop this, either through further studies or time off for research. She would time table lecturers together on large modules which naturally started to enable sharing and team work whilst at the same time giving them time to develop their expertise. This new approach seemed to work from both the academic perspective and the student view: "*They now naturally ask each other for guidance*" and "*students are feeding back that academics are experts*". Creating shared course leadership came as a natural next step: "*Shared leadership brings the academic team and the students closer together. They become persons rather than numbers*". Reflecting on the first course she changed (course C, with Lara); she believes it is achieving what she set out to do and that is a win-win situation for everyone: "*Academics are able to gain leadership experience and at the same time develop their research and expertise. We have a high increase in student retention and a 60% increase in their degree classifications. Our students also get better jobs upon graduation with better career prospect*s".

However it is not an easy "ride" to implement these changes: "*Quality and admin still want us to give 1 course leader name, which is unfair to the joint team effort*" and "*it's not suited to those who want to be authoritarian leaders*". When asked if she feels shared leadership will help the universities goals; she replies: "*They only need to look at our increase in degree classifications and scholarly outputs, to see that it works*".

Interestingly, Alex diagram is in line with the literature. Her reflections give importance to all of the elements, almost in equal measure.
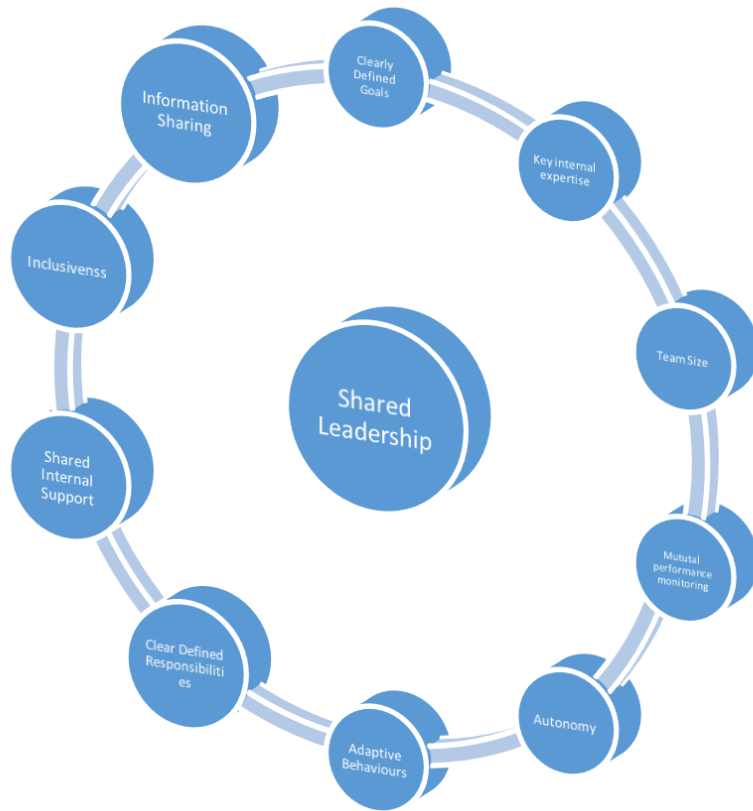
Figure 5: Alex's reflections on critical internal factors related to shared leadership.

Conclusion

The findings identified three very different experiences when reflecting on the key elements needed to enable successful shared leadership to occur. We saw Lisa, who reflected positive on her experiences sharing the workload and contributions of the team, but who felt they were limited in their productivity because of time constraints. Parts of her discussion hinted to her wanting more autonomy and feeling that, time permitting, the job might be better performed by one than three leaders. Claire's reflections showed her feeling as the "leader" or "trainer" of her three co-leaders as well as positively reflecting on the team work, although to a lesser degree than Lisa. Lara, who has been a shared course leader longer than Lisa and Claire was mostly positive and her reflections seemed to present a much more balanced measure of the key elements identified in literature that enable successful leadership to occur.

What we did see, very clearly, was an answer to our second and third research question. All course leaders felt it was to a great advantage to the large cohorts of students and mentioned this throughout their interviews. There was an agreement that it does contribute to organisations goals in terms of meeting student needs and remaining competitive within this view, however the extend to how much it was meeting other strategic goals, like developing leaders and creating more time for scholarship and research was given mixed reviews mostly because it was felt that senior management did not recognise the value of a course leader and still request one name for official documentation. Certainly the field leader's reason for creating the shared positions was very much to meet these three targets.

The aim of this study was to add to the scholarly literature and understanding of shared leadership by considering individual reflections of this concept in a higher education setting. From the reflections we can certainly learn that the components currently underlining much of the literature, are important. However for a horizontal leadership framework to take place at a junior level of the organisation, there needs to be full support from the top of vertical leadership level. Senior leadership needs to recognise the advantages shared course leadership can have to meet student needs and expectations whilst at the same time developing leadership skills and allowing for academics to spend time on research. This support needs to come in terms of time, clearer goals and responsibilities and above all recognition. We have seen from the study that all course leaders feel that the model strongly supports student needs. As they are now often referred to as "customers" and key

stakeholders" perhaps it is time that higher education environments look at shared leadership as a way of meeting their consumers' needs.

Although the findings of this study relate to the context of shared leadership in higher education; the findings could inform both leadership practitioners and scholars. Further research is needed to determine if the results can be reflected in different higher education settings and other industries. A longitudinal study in this particular school would give more insight into the long term effects as well as a better understanding of how to model could function if elements like time and specific responsibilities were improved.

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Appendices

1. Thank you again for your time. Before we start with the discussion on shared leadership, may I ask you to introduce yourself, your current title and, if you don't mind, your history with the University to date.

2. (Field leader only) Many thanks. I would now like to move the conversation to shared leadership, which is something you originated.

   May I ask you what were your motivations and thinking in creating shared leadership positions?

3. Literature has identified key terms constituting enabling factors arguing that these are critical internal conditions which need to be in place in order for successful shared leadership to occur.

   I would like to you to describe what these key terms, or words, mean to you when considering shared leadership.

   1. Autonomy
   2. A clear defined goal.
   3. Shared internal support
   4. Clearly defined responsibilities
   5. Key internal expertise
   6. Team size
   7. Information Sharing
   8. Mutual performance monitoring
   9. Coordinating activities
   10. Adaptive behaviours
   11. Inclusiveness.

Thank you. Just a few more questions..

4. In your point of view: how does shared leadership bring advantages to the student experience?

5. In your opinion: is shared course leadership the way of the future?

6. How has shared leadership affected your identity?

R: Thank you again for your time.   Before we start with the discussion on shared leadership, may I ask you to introduce yourself, your current title and, if you don't mind, your history with the University to date.

A: I am xxx xxx and I am the field leader of xxxxx programmes at the University and I joined the University in 2003 or 2002 initially as a guest lecturer part time lecturer and then as head of centre of vocation and excellence and then in this roles since five years.

R: Thank you. Uhm I would now like to move the conversation to shared leadership which is something you originated. May I ask you what is your motivation and thinking in creating the shared leadership positions?

A: Because our number of students are quite large and I wanted to get a closer relationship between the students and the academics so with the course leaders being the principle contacts for the students they should know the names of the students which was not the case initially. Uhm that also course leader who had large courses were really stressed and could therefore react quite harshly occasionally with the students so trying to reduce stress levels creating an environment with closer working relationship closer that the students felt seen that they weren't anonymous because that has an impact on retention so uhm yeah those were the main reasons also because when putting it in most of the staff were not used to leadership and therefor it was a very good development route to involve people in course leadership and to learn and to put them in a smaller course and then larger courses and you created development routes and progression routes for the staff who therefore became more confident academics.

R: Thank you I just switch off this one because its not doing anything. Now literature has identified key terms constituting enabling factors arguing that these are critical internal factors that need to be in place to enable effective shared leadership. So key terms. I would like you to describe what these key terms or words mean to you when considering shared leadership.

R:The first one is autonomy.

A: Autonomy. Ok. Yes so it's so occasionally you can get people who sort of come in the module and go out and are not part of anything and that's a very great degree of autonomy in a way but it's not necessary beneficial to the program nor to the students nor to the inner colleagues working so getting people to take on an additional responsibility more than just their module they still retain autonomy in a way that they have decision making ability but the the well my sort of key authors are Knight and York and they wrote very much about the difficulties paused to students where the programme they were following seemed disjointed and modules where taught here and modules were taught there and therefore it made it more difficult for them to learn difficult for them to progress because they couldn't see the whole picture so getting more people involved in seeing the whole picture from an academic point of view they are there for more able to explain it and make the students feel what the whole picture is is uhm what's important. Autonomy on the other hand for myself has been that I have been able to do what I wanted to do because well a great level of confidence from my head of school although with limited action and perhaps a slightly disjointed overall organisation where this was not really looked at. And bla bla.

A: Hmm Hihi. A clear defined goal. Yeah a clear defined goal, I will come back to the student centred approach the student should have a clearly defined goal and what they should do at the end of the three years and what they are doing during those years three or four years that are leading up to that and people in the team around them and are therefore knowledgeable what's going on when they are not in their own classroom will help the academics to make this come clearer to the students and therefore it enhances prospects of grade average degree classifications and my clearly defined goal was to get the academics involved programmes and courses and modules that were not only their own and that they work as a team rather than each sit and panic in their corner overloaded because sharing that reduces stress and creates a better classroom environment. Also historically there were at the beginning some of the staff members who had traditionally been used to doing things in a certain way and so I was looking for ways in circumventing them. To ensure that changes weren't blocked.

R: So enabling change?

A: Yes and finding other ambassadors of change and change agents like in industry you go to the middle managers if part of the higher management is blocking and I did the same here.

R: Uhm Shared internal support?

A: Well its I supposed the goal was creating a climate in creating shared internal support which wasn't there initially uhm and what made it very stressful for staff and therefor for the students. The students felt less seen because the staff were doing their module and not relating to anything else and I believe that that has had a huge impact both on staff morale and whatever way we can influence it within the school because there are other influences as well and uhm on the learning experience and support for the students.

R: Uhm Clearly defined responsibilities?

A: Yes well that's always a challenge. Uhm because when in academia you often work with less clearly defined responsibilities then you would do in other business and organisations uhm and that could be a bit of hurdle of occasionally not being able to clearly define responsibilities because they haven't been clearly defined elsewhere so its creating an environment where perhaps I take a lot of the unknown uhm and then try to um give people that are working within my team as clearly defined responsibilities in discussion with them rather than telling what to do so that they are self-driven and taking away some of the stress of the changes of undefined directions that are coming from outside of the school but woolly answer but …. R: NO MAKES SENSE… A: but it is woolly

R: Hihi. Ok. Uhm Key internal expertise.

A: Yes initially the staff had been used to being told what to teach and one of the first things I did was go around and discuss with everyone what they would like to teach. And where were there special interest and where would they like to become more knowledgeable in and perhaps do research on and I timetabled accordingly because the person is passionate about what they are teaching creates a totally different learning environment to the students then when they are just being told to do this. So and then encouraging that each one should take every opportunity to further that expertise whether it was by going through by doing an MA or another qualification and trying to organise the logistics to free them up and that they felt supported in doing that and that is actually one of the key things that students are coming within their feedback that our lecturers are experts in their field. OK.

R: Uhm Team Size?

A: Yeah. That's uhm an interesting one. What is it they say the maximum team size should be never of or possibly be less than 6 I seem to inherent a lot at the minute. So we have a core team of full time lecturers and then we have a few fractional lecturers and then the majority

of the staff or at least half are part time lecturers and requires a fair amount of interaction and that is also where course teams or having academics work in teams helps because they create support groups amongst themselves and they are less on their own. Dream team size yeah 5 or 6 hahaha but I am used to having a lot of people around me.

R: Uhm information sharing?

A: Mmm I think that comes back to being involved and more in the beginning several sessions OK what we need to look at in terms of assessment for the modules well that didn't really work very well limited commitment now however when you are walking into an office and you see people informally sitting down and having also created the open plan not this one necessarily but the one in my previous office for part time lecturers where there it created an environment where naturally they could just ask each other what do you do about this one or for guidance about this one and and that creates an environment on information sharing which I think is now more extensive than it used to be we still have pockets but if you think back five six years ago there was a absolutely no information sharing at all and they owned their modules and wouldn't show it to anyone else haha.

A: Mmmm I suppose peer reviews is one formal to that I don't know how formal that is occasionally there have been well when Sarah Cullen did it there were groups where they saw different subjects and that was also sort of reinforcing that more informal exchange but I don't know if it ever led to anything. Uhm academics are not the best for mutual performance monitoring it doesn't come natural to them. But mentoring having mentors in some cases works very well in some cases the mentor can be a little bit overbearing um natural mentorship you find someone that you can work with their openness to sitting in your class. We have a new initiative next week where we have one of the lecturers doing SPSS and quantitative research I have asked the majority of the lecturers if they can sit in and she is very open to that I think 6 years ago they wouldn't have been open to that but uhm yes still it's a bit like teachers in schools it's not necessarily about protecting it's also a bit about confidence: is it good enough what I have will they critique what I have so it's that worry but I think the more their workloads are together the more they feel less threatened you know there is a lot of trust that has to be build.

R; Hmmm. Coordinating activities?

A: Mmm? Some people would say that I do an offhand approach uhm I suppose the way I do its sort of through curriculum development and timetabling, putting workloads together that will teach them the same module that could work together and therefore that they coordinate activities. I am not a great fan of sending lots of emails because I think one doesn't read them after a while I try to walk around and talk to people which some time is a bit time consuming but uhm yes I should do more meetings but academics don't like meetings and so haha I am becoming one of them. OK. Also sending around open day/ recruitment activities asking people to volunteer instead of telling and that has worked very well. I would say that managing a group of academics is like herding a group of cats. They smile nicely and then walk off and do their own thing. SO you can't use a very autocratic decisive approach unless you also have the formal power of you know sack or whatever so you use some more informal approach of involving and gently herding them back in

R: Uhm adaptive behaviours?

A: Yeah I suppose that is what one hopes to develop by putting in course team where you have people with different strengths learning from each other leadership programmes I suppose I have adapted in becoming less forceful in taking it as it goes but the whole time aim trying to keep peoples focus and I think it is there: what is the student experience how can we get more of them achieve a little bit more then they initially thought they could how can we build their confidence I think that's the focus that's and you know working around the ones that didn't want change and didn't want to adapt and adjusting a little bit to them and finding space for them that they feel less threatened.

R: Thank you. Uhm. One more term: inclusiveness.

A: Yeah, that's me. Haha. Yes sometimes if you notice my background and my experience I am used to working with lots of different people from different cultures. I rather have everybody in and that they can voice whatever opinion they have within that group and that that's not going to make them feel threatened rather than I notice that occasionally some colleagues would say they want to be only with this little group and exclude others I think that's detrimental to both course development working atmosphere staff development student development the whole thing. You haven't used one reference.

R: You have mentioned, it, within the key terms, you have mentioned the advantage to students um but as a formal question: In your point of view how does shared leadership bring advantage to the student?

A: Go back to Knight and York. A student or anyone who sees clearer the direction of work or where they want to go or sees how each part of the jigsaw puzzle fits into that has a role in achieving it. Or how each module why we are learning this and what will it lead to and someone who is reminding them and that there is a degree classification at the end why are you are doing this and I have seen that you weren't here today why weren't you here and I think that shared leadership brings the academic team and the students closer together. They become persons rather than numbers and so it's easier for them to help the students to see how each part of their programme help them slot in and helps the student develop and I think it makes a big different to the students and in the feedback that we are getting from them as well and we have a you know substantial first and 2.1 increase in the last year which is when we seem them coming through now after the changes and we have high confidence rates they are going out in sometimes better jobs and at least in jobs where they feel they can progress and they have higher aims.

R: In your opinion is shared course leadership the way of the future?

A: Yes.

A: No because yes I can see the argument that you want to have one name and one person responsible so you have someone to contact but that one person cannot um and not and like in industry there are not that many opportunities to gain to gain super visionary or course leadership experience like for example the event team started with you know proper shared course leadership this year and they just produced their first joint report which make them then sit down and have a couple of meetings together and then had email correspondence on improvement on the report it was an external examiners responds and yesterday they were in a meeting congratulated on the quality of their response so that was fed back to them so they are walking on little clouds today but you know so everyone has different skills and they all work together makes for a better outcome.

A: Do you think it helps the university achieve its organisational goals? Strategic goals. If there was more of shared leadership shared course leadership.

A: Yes I don't know about the organisational goals but strategic goals yes. It will increase it will improve the students degree classification and it will increase for example this year we have had hardly had a drop in applications because we have a really good reputation so the word of mouth like everywhere else is essential and even though we had a crisis internationally we have the numbers coming in, in our school as supposed to other schools but I suppose I better not say that because the reputation is there and if we can then rectify a few other things like having more permanent lecturers that are part time and these changes do affect our ranking. The increase of degree classifications goes into to the ranking. Uhm yes.

R: OK

A: And the lecturers therefore find space and support to increase their own research and development which goes straight into the university strategy. Keeping in mind that it is a strategy not an objective.

R: Yes. In a way you are practicing shared leadership in your function how has that affected your identity as a leader?

A: How has at it affected my identity?

R: Yes, I am still debating if I am going to use it as part of my literature so I thought I better ask in case.

A; Uhmmmm I think you need to be prepared to listen and not feel threatened if people go off and do their own thing and be happy about that and that works well. If you want to be the sort of authoritarian or decider, I think it depends on your personality and personality make up as well so and maybe because I have been working in the past a lot with stakeholder management and companies with management contracts and where you had to influence rather than make the decision for them so I am used to that work environment so it doesn't throw me. The problem was that previously I was more insistened but I think I have given up on that. Haha but that's to do with herding the cats: O well if we are not going to do it this year then we will do it next year haha I have had to extend my deadlines a little bit haha.

R: Ok thank you very much

A: That's it? Whoohoo.

Appendix C: Certificate of completion of DPA course Reading

Page 1

University of Reading

DATA PROTECTION ACT 1998

Module Selection

This is to certify that

➤ **Ingrid Kanuga**

has completed the **Data Protection Act 1998** online test on

➤ 11/4/2014
   10:32 AM

with a score of

➤ 100 out of 100

Home

Exit

Please print this certificate as a reference to indicate that you
have completed this online course by clicking on the printer icon.

v20060516

Appendix D: Consent form to undertake research by Head of School

University of **Reading**

Principal Researcher: Ingrid Kanuga
Phone: 07826063563
Email: Ingrid.Kanuga@uwl.ac.uk

Consent Form – Head of School.

Research Project: Shared Leadership in Higher Education: Individual Reflections.

Project Team Members: Principal Research: Ingrid Kanuga

                              Supervisor: Dr. Alan Floyd

Dear Professor Foskett,

I would like to invite you to take undertake a research study exploring the impact shared leadership in Higher Education from a course leader's perspective.   I am writing for your permission to undertake this study in our school.

What is the study?

The study is being conducted by a research student studying for the Doctorate in Education at the University of Reading. It aims to understand the leader's perspective on sharing leadership and to analyse if this could benefit a University in achieving its strategic goals.

The study will involve interviewing three course leaders and one field leader within a University. The recordings of the interview will be transcribed and anonymised before being analysed.

What will happen to the data?

Any data collected will remain confidential and your identities will remain. This research project is for the purpose of the student leading the research and is not intended to be used for publication. The records of this study will be kept private. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the full doctoral study is completed within five years.

Where can I get more information?

If you would like more information, please contact Ingrid Kanuga or Dr Alan Floyd

Tel 07826063563, email: Ingrid.Kanuga@uwl.ac.uk

Dr Alan Floyd : Alan.Floyd@reading.ac.uk

I do hope that you will agree for me to undertake this study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to us.

Thank you for your time.

Kind Regards

Ingrid Kanuga

Research Project: Shared   Leadership   in   Higher   Education: Individual Reflections.

I have read the Information Sheet about the project and received a copy of it.

Name of Head of School: Professor David Foskett.

Name of University: University of West London

Date   : 02 August 2014

Appendix E: Consent forms of all participants

Research Project: Shared Leadership in Higher Education: Individual Reflections.

Participant Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of Participant : _____ Mia Touzin

Name of University : _____ University of West London -

Please tick as appropriate:

I consent to completing an interview   ☑

Signed: _____ Mia Tou

Research Project: Shared Leadership in Higher Education: Individual Reflections.

Participant Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of Participant : _CAROLINE ALLAN._

Name of University : ____UWL .____

Please tick as appropriate:

I consent to completing an interview   ☐

Signed:____CAllan____

Research Project: Shared Leadership in Higher Education: Individual Reflections.

Participant Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name of Participant : _____Suzanne Weekes_____

Name of University : _____UWL_____

Please tick as appropriate:

I consent to completing an interview   ☑

Signed:_____S. M. Weeks._____

Appendix F: Example of coded transcript

Oh OK. So I am currently course leader for level 6 so final year students for international hospitality management and hospitality management. So I have been with the university for five years and I started as an HPL and I took over as course leader I think it was two years ago now and the sort of reasoning behind level 6 for me as a first time course leader was sort of the students where quite well aware of the sort of all the university procedures so it was kind of support role because more it is kind of year tutor role in some respects more than a course leader possibly.

Five years with university

Kind of a support role

Year tutor role more than course leader possibly

OK. So autonomy is difficult uhm although we have actually just most recently from the feedback from the quality department via the field review so we were following sort of a year tutor model but quality then said they do need 1 leader for the course so that has just recently been introduced so that would then possibly say uhm that I would then have uhm ownership of the course which whereas… which I have been allocated international hotel management… whereas before in the old one you know it was you didn't have ownership. Move on?

Autonomy is difficult.

Feedback from quality to follow year tutor model.

Now ownership of the course.

A clear defined goal? Uhm well I suppose in some respects yes there is for my level but is there one for the whole course? Possibly not although the team work very closely together there are certainly some aims and I have certainly some goals which for my particular level which will contribute to overall sort of course aims and goals but as to the clarity yes that could be questionable.

In some respects clear defined goal for my level.

I have certainly some goals.

Possibly not clear defined goals whole team.

Team work very closely together.

Ingrid
Not real leader

Ingrid
Not real leader

Ingrid
Not real leader

Ingrid

Ingrid
Not real leader

Ingrid
Some defined goals

Ingrid
Some defined goals

Ingrid
Some defined goals

Ingrid

	Team certainly has some aims. Clarity on goals could be questionable.	**Ingrid** — Some defined goals **Ingrid** — Some defined goals
Shared internal support? Uhm well I suppose yet. It depends how you interpret that really we do share if you look at recruitment if you look at our big course it is useful uhm possibly uhm what else internal support from within depends what you hahaha what you mean by that? I suppose that is the case we do support each other as a team we do handover you know any issues of the previous year groups so generally that does work well within the team but	Some shared internal support. Share recruitment Do support each other as a team. Handover any issues of previous year groups. That works well within the team.	**Ingrid** — Positive teamwork (sharing) **Ingrid** — Positive teamwork (sharing) **Ingrid** — Positive teamwork (sharing) **Ingrid** — Positive teamwork (sharing) **Ingrid** — Positive teamwork (sharing) **Ingrid** — Some defined responsibilities Some defined responsibilities
Clearly defined responsibilities? Uhm possibly there might be some fuzziness there I guess uhm but we probably go back to that sort of shared responsibility we all have to do our thing so monitor our attendance just really sharing the workload because generally we have around 80 students at each level so you are providing a more personalised services rather than get to know potentially 240 students or potentially more than that like 300 so yes we are aware of what we need to do and who does what but possibly I wouldn't say it's clearly documented but because the team work well uhm we don't seem to have any big issues with well that's not my responsibility.	Some fuzziness on clear defined responsibilities. Shared responsibility monitor attendance. You are providing a more personalised services: 80	**Ingrid** — Positive teamwork (sharing) **Ingrid** — Positive impact to student.

	students versus 300. Are aware of what we need to do but not clearly documented. Don't seem to have issues on taking responsibility.	**Ingrid** — More clarity needed **Ingrid** — Positive teamwork (sharing) **Ingrid** — Leader Expertise related to student needs
Key internal expertise? Uhm I mean I suppose if we were looking at if kind of came up with who might be the right person to handle level 4 level 5 level 6 then that was given consideration uhm and that sort of came from possibly what people where teaching certainly the level 4 leader you tend to get quite close to the students when they are working with you in the restaurant etc etc so that probably made a lot of sense so somebody that was firm and set the rules etc then at level 5 again someone sort of who had been here for a long time so kind of clearly knew the ropes and then mine having been in industry more recently being focused on preparing the students on industry and	Expertise related to level leading. Level 4 somebody was firm and set rules. Level 5 someone who clearly knew the ropes Level 6 being	

49

graduation.	focused on preparing students for industry and graduation.	
Team size? Uhm is it appropriate? Well possibly uh yes it's a small enough team, 3 so there is not to many people involved so that works and there are other issues possibly about having available time so you could then say to do the job in the way you would want to do it and the way you would like to do it is possibly not possible and if you were to increase the team maybe there would be more opportunities	Possibly appropriate team size. Not big enough for time management as not enough time	**Ingrid** Team size questionable **Ingrid** Time is an issue

but then possible the team wouldn't work so well so there is trade-offs there isn't there.	But if bigger team would possibly not work so well	**Ingrid** Team size is questionable **Ingrid** Positive teamwork (sharing)
Information sharing? Oh I think that again works well it probably works even better now that we are all located in close proximity of each other and we do kind of share ideas and good practice so I would say that yes there are no issues there possibly again if we were to there would be room for improvement if you had sufficient time for perhaps clearer handovers from year to year and that is perhaps not as formalised as the way it should be.	Information sharing works well. Even better when working in close proximity of each other. Share ideas and good practise Room for improvement if there was more time. Handovers from year to year not as formalised as they should be.	**Ingrid** Positive teamwork (sharing) **Ingrid** Time is an issue **Ingrid** Time is an issue **Ingrid** Positive teamwork (sharing)

Uhm Performance monitoring? Uhm so um so I supposed we are aware of how things are working at each level we coordinate at course committee level and see how the academic team are working and feeding this back to the teaching team and we share what we are doing I wouldn't say we monitor each other's performance in their role we would just do our own but we would certainly say oh can we work together on this or that or can we pull together on this you know sometimes it is particular things like competitions or things like mentoring things where possibly its level 5 and 6 so possibly so that	We are aware how things work at each level. We report together/ course committee level	Positive teamwork (sharing) **Ingrid** Positive teamwork (sharing)

links into coordinating activities and that is sometimes more difficult. We are not completely aware what is happening at each level it is a big course and our other responsibilities, our teaching and also two of the leaders are on fractional contracts um so I would say that that is possibly an issue you know it could be smoother but time is an issue	We share what we doing. Don't performance monitor per see	**Ingrid** Positive teamwork (sharing) **Ingrid** Needs more clarity

and the amount of teaching that is done by the course leaders means that you are primarily <mark>reactive and not as proactive</mark> as we would like to be.

Ingrid — Positive teamwork (sharing)

Ingrid — Positive teamwork (sharing)

Ingrid — Positive teamwork (sharing)

Ingrid — Needs more clarity

Ingrid — Time is an issue

Ask to "pull together" on this Work together in this.	
Competitions for students.	
Mentoring of students.	
Not completely aware of what is happening at each level as it is a big course.	
Could be smoother but time is an issues.	

Ingrid — Time is an issue

Ingrid — Time is an issue

Fractional contracts.
Primarily reactive and not as

proactive as you would like to be

Uhm adaptive behaviour? OK. Uhm well I suppose if you have a strong vision of how you see the course but you would want to get the team on board anyway even if there was just one course leader uhm so you know potentially there might be you have got to work

Ingrid — Shared leadership is more work

Ingrid — Positive teamwork (sharing)

Shared leadership is more work

Uhm adaptive behaviour? OK. Uhm well I suppose if you have a strong vision of how you see the course but you would want to get the team on board anyway even if there was just one course leader uhm so you know potentially there might be you have got to work more I supposed in some respects it <mark>encourages team work</mark> which is a good thing uhm do we challenge the status quo? Uh yes a bit, again its time that is the problem uhm and I guess you know it's more difficult in this particular role, <mark>are you really a leader?</mark> You are <mark>kind of more a manager</mark> you don't have direct reports you just kind of managing I guess one could almost say it's <mark>more of an administrator</mark> role in some respects so to be able <mark>to actually lead</mark>? Its <mark>challenging,</mark> yes it is challenging I would say.

More work to get team onboard
It does encourage teamwork
More of a manager than a leader as no direct reports. Or administrator.
Again its time that is the problem.
It's challenging.

Ingrid — Positive teamwork (sharing)

Ingrid — Not a real leader

Ingrid — Time is an issue

Ingrid — Not a real leader

Ingrid — Time is an issue

So then in, is everybody involved? Uhm I think you know that's more that <mark>time a</mark>gain I think really as I say I see us more as managing the courses instead of leading the courses <mark>due to time</mark>. I think we do ask for peoples contributions but I think that is <mark>again that could be improved yes</mark> so I would say the way the current structure is now I

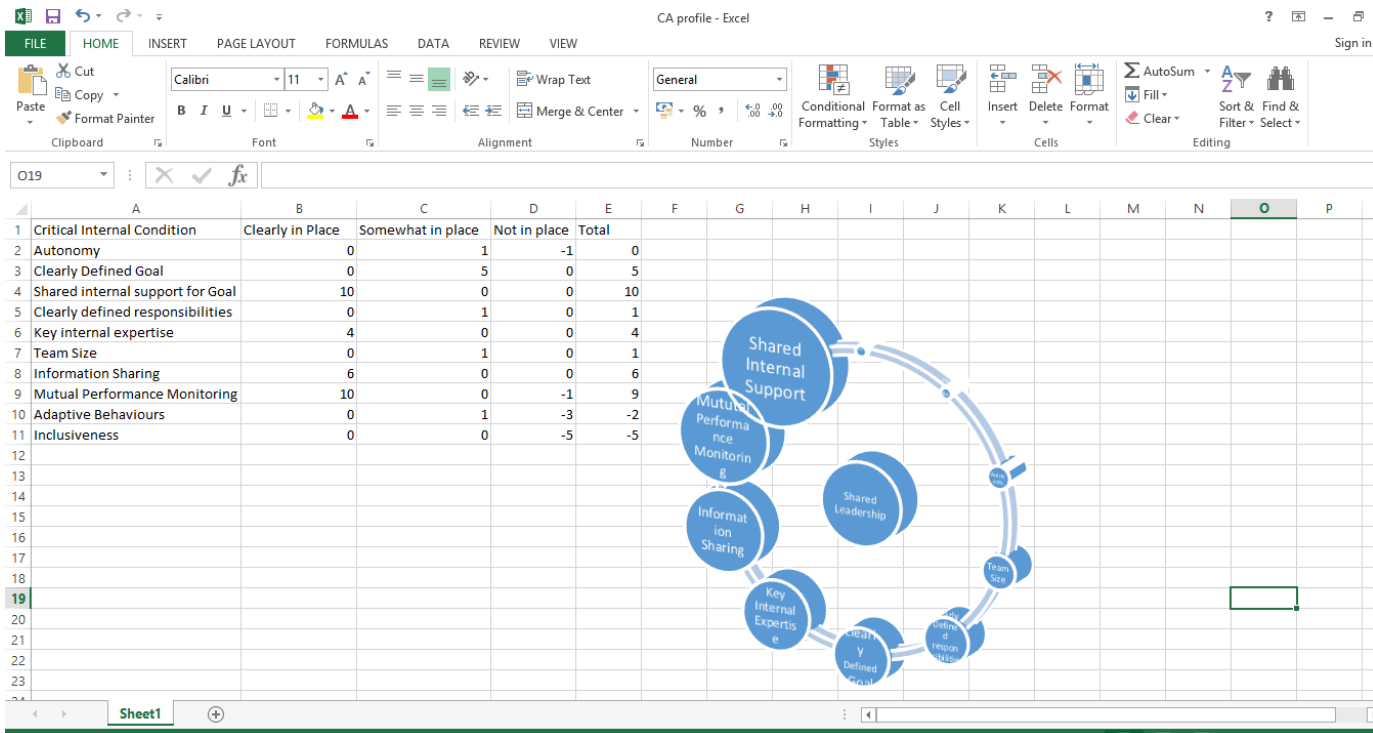| |
|---|
| Time again. More managing than leading the course due to time. |

Ingrid

improved yes so I would say the way the current structure is now I think it is more led by the field leader and that possibly sort of you know we are less able to lead sort of change in a programme unless we felt particularly strong about it so going back to that again being reactive instead of proactive but I don't think that has kind of anything to do with shared leadership. Possibly. Possibly because you are more completely owning the course whereas possible with now sort of new ok you are the course leader for particular course

Ask for contributions but it could be improved.
Unable to lead sort of change because of time

maybe that would create a greater sense of driving forward change because you know it is more rewarding I guess.

Reactive instead of proactive.
More rewarding when single course

More rewarding when single course leader greater sense to drive change.

I think it's probably more personalised in that you would get to know your students better and the way the current structure is certainly for me and I think it works for the same for the other course leaders so you do teach them at every level like I teach them at level 4, level 5 and then at level 6 and so you know the students and you have a bit of time to get to know the students which can only be a good thing which I suppose if you were to try and manage all of these students would be difficult. And I suppose the focus for the students uhm looking at the different levels uhm I think allows you to maybe focus and to maybe know that level allows you to be very in tune with the student whereas if you were managing all years it would be possibly more challenging I am not sure actually, possibly.

More personalised: get to know students better.
Teach them each level.
Bit of time to get to know students.
If try and manage all students would be difficult.
Focusing on 1 level allows you to

Focusing on 1 level allows you to be in tune with the student, more years would be more challenging.

Uhm When we think about shared leadership in relation to the university strategic goals, do you think it is the way of the future? Hahah um I don't think it is necessarily aligned to what they want to achieve necessarily uhm I don't it is

Not sure if it's aligned with university strategic goals

achieve necessarily uhm I don't it is. Uhm possibly, possibly. I suppose if we are saying that it offers opportunities for academic staff to have CPD then that maybe offers them an opportunity so that would be a positive so rather than 1 course leader so from a staff development point of view that would be possible.	goals. Offers staff opportunities for have CPD. Positives from staff development point of view.	**Ingrid** Positive for staff development **Ingrid** Positive for staff development
Uhm I suppose in some respects it gives you some recognition I guess from both your peers and from students uhm so you know because I am new into a role but possible if you ask somebody else who was maybe an overall course leader and then it was split up that might be a negative. Yeah I don't know within UWL the course leaders I don't think they get sufficient recognition even though the pro vice chancellor was keen to raise the profile of course leaders because he thought they were very valuable we haven't really seen anything happen for that.. So I would say that it is generally relatively unrewarding for the work involved but on the other hand it is rather pleasing to see things going rather well but it is a lot of work for possibly uhm little recognition.	Gives recognition from peers and students. University does not give sufficient recognition. Pro vice chanecellor keen to raise profile but haven't seen anything since	**Ingrid** Positive on identity **Ingrid** No recognition by university **Ingrid** No recognition by university

	anything since that. Relatively unrewarding for work involved	**Ingrid** Time is an issue

	Pleasing to see things go rather well. Lot of work for	**Ingrid** Positive on identity **Ingrid** No recognition by university.

	Pleasing to see things go rather well. Lot of work for little recognition.	**Ingrid** Positive on identity **Ingrid** No recognition by university.

Markup Area

Appendix G: Example of calculated analysis

Critical Internal Condition	Clearly in Place	Somewhat in place	Not in place	Total
Autonomy	0	1	-1	0
Clearly Defined Goal	0	5	0	5
Shared internal support for Goal	10	0	0	10
Clearly defined responsibilities	0	1	0	1
Key internal expertise	4	0	0	4
Team Size	0	1	0	1
Information Sharing	6	0	0	6
Mutual Performance Monitoring	10	0	-1	9
Adaptive Behaviours	0	1	-3	-2
Inclusiveness	0	0	-5	-5

Appendix H: Ethics approval form

University of Reading

Institute of Education

Ethical Approval Form A (version September 2013)

Tick one: EdD _

Name of applicant (s): …Ingrid Kanuga

Title of project: Shared Leadership: Individual Reflection

Name of supervisor (for student projects): ………Dr Alan Floyd…………………….

Please complete the form below including relevant sections overleaf.

	YES	NO
Have you prepared an Information Sheet for participants that:	x	
a) explains the purpose(s) of the project	x	
b) explains how they have been selected as potential participants	x	
c) gives a full, fair and clear account of what will be asked of them and how the information that they provide will be used	x	
d) makes clear that participation in the project is voluntary	x	
e) explains the arrangements to allow participants to withdraw at any stage if they wish	x	
f) explains the arrangements to ensure the confidentiality of any material collected during the project, including secure arrangements for its storage, retention and disposal	x	
g) explains the arrangements for publishing the research results and, if confidentiality might be affected, for obtaining written consent for this	x	
h) explains the arrangements for providing participants with the research results if they wish to have them	x	
i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including email . If any of the project investigators are students	x	

at the University of Reading, then this information must be included and their name provided			
k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants	x		
j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows: 'This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct'.	x		
k)includes a standard statement regarding insurance: "The University has the appropriate insurances in place. Full details are available on request".	x		
Please answer the following questions			
1) Will you provide participants involved in your research with all the information necessary to ensure that they are fully informed and not in any way deceived or misled as to the purpose(s) and nature of the research? (Please use the subheadings used in the example information sheets on blackboard to ensure this).	x		
2) Will you seek written or other formal consent from all participants, if they are able to provide it, in addition to (1)?	x		
3) Is there any risk that participants may experience physical or psychological distress in taking part in your research?	No risk	No risk	
4) Have you taken the online training modules in data protection and information security (which can be found here: http://www.reading.ac.uk/internal/imps/Staffpages/imps-training.aspx)?	x		
5) Have you read the Health and Safety booklet (available on Blackboard) and completed a Risk Assessment Form to be included with this ethics application?	x		
6) Does your research comply with the University's Code of Good Practice in Research?	x		

	YES	NO	N.A.
7) If your research is taking place in a school, have you prepared an information sheet and consent form to gain the permission in writing of the head teacher or other relevant supervisory professional?			x
8) Has the data collector obtained satisfactory DBS clearance?			x
9) If your research involves working with children under the age of 16 (or those whose special educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/carers to seek permission in writing, or to give parents/carers the opportunity to decline consent?			x
10) If your research involves processing sensitive personal data[1], or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents?			X
11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act			X

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[1] Sensitive personal data consists of information relating to the racial or ethnic origin of a data subject, their political opinions, religious beliefs, trade union membership, sexual life, physical or mental health or condition, or criminal offences or record.

only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data?			
12a) Does your research involve data collection outside the UK?			X
12b) If the answer to question 11a is "yes", does your research comply with the legal and ethical requirements for doing research in that country?			X
13a. Does the proposed research involve children under the age of 5?		x	
13b. If the answer to question 12a is "yes": My Head of School (or authorised Head of Department) has given details of the proposed research to the University's insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place.			X
If you have answered YES to Question 3, please complete Section B below			

PLEASE COMPLETE **EITHER SECTION A OR B** AND PROVIDE THE DETAILS REQUIRED IN

SUPPORT OF YOUR APPLICATION, THEN SIGN THE FORM (SECTION C)

A: My research goes beyond the 'accepted custom and practice of teaching' but I consider that this project has **no** significant ethical implications.	

Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words. Attach any consent form, information sheet and research instruments to be used in the project (e.g. tests, questionnaires, interview schedules).

Please state how many participants will be involved in the project:

This form and any attachments should now be submitted to the Institute's Ethics Committee for consideration. Any missing information will result in the form being returned to you.

The study aims to understand the leader's perspective on sharing leadership and to analyse if this could benefit a University in achieving its strategic goals.

The study will involve interviewing three course leaders and one field leader within a University. The recordings of the interview will be transcribed and anonymised before being analysed.

Interviews will be scheduled for September 2014.

B: I consider that this project **may** have ethical implications that should be brought before the Institute's Ethics Committee.	
Please provide all the further information listed below in a separate attachment. 1. title of project 2. purpose of project and its academic rationale 3. brief description of methods and measurements 4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria 5. consent and participant information arrangements, debriefing (attach forms where necessary) 6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with then. 7. estimated start date and duration of project *This form and any attachments should now be submitted to the Institute's Ethics Committee for consideration. Any missing information will result in the form being returned to you.*	

C: SIGNATURE OF APPLICANT:

I have declared all relevant information regarding my proposed project and confirm that ethical good practice will be followed within the project.

Signed: ……*Ingrid Kanuga*   Print Name……Ingrid Kanuga   Date 01 August 2014

STATEMENT OF ETHICAL APPROVAL FOR PROPOSALS SUBMITTED TO THE INSTITUTE ETHICS COMMITTEE

This project has been considered using agreed Institute procedures and is now approved.

Appendix I: A Reflection by the Researcher.

I started working for the University of West London in May 2010. Prior to this I headed up learning and development, including talent management, for Maersk, UK and Ireland region. Before this I worked in the hotel and events industry, both in middle management operational positions and in human resources. I feel it's important to include my background here as it still forms the basis of a lot of my teaching. I completed my MA from the University of Birmingham in 2003. My dissertation involved change management. Since joining UWL I have completed a PGCERT in education with distinction and a PGCERT in research with merit. I have been able to publish and speak for about ten conferences, including HEA, RAISE and EUROCHRIE, which is well respected in the hospitality industry. I feel it is important to include my scholarly outputs to date as progressing through this assignment has made me really reflect on the quality of them. In essence, it has been 10 years since I last wrote a dissertation – and this assignment is a small dissertation.

Initially I was going to build on a small paper I did for our Universities conference which looked at managing change and motivating staff. However during the summer I changed my mind on this. I supervise many undergraduate dissertation students, and some MA students and often their subject is around motivation. I felt like exploring a new area. Shared leadership is a subject which comes natural to me, both from my cultural background and also from my time in hospitality management. I discuss shared leadership when teaching the module "managing people in practice" at level five. Yet, I have never underpinned this with much theory.   With the changes that happened in our department in the last few years, and shared leadership being introduced; I thought it would be interesting to explore further.

When writing up my research, and then proof reading it, I have learned valuable lessons for the future:

- I feel my literature review is limited. I should perhaps have taken a different approach and gone straight into shared/distributed leadership. At the time I felt it was needed to argue the discussion on why leadership models need to adapt to the context of the organisation, and how they have evolved. In hindsight I have included too much of my knowledge around this area.

- The process of conducting this small study took many months and it has made me reflect on the quality of my conference procedures and recent papers published.
- The process has also taught me, and reminded me, of how long it takes to get the detail right – something I will surely share with my students.
- Other than reflections, I always write in the third form. I do feel that a combination of the first and third can give a paper a bit more personality. As such I attempted to write parts in the first form but then changed them back again to third form as I didn't feel confident. I want to work on this.

Overall it has been a very good assignment as it made me reflect on my limitations as an educator and academic.

Ingrid