

**FROM LEADERSHIP COMPETENCIES TO LEADERFUL PRACTICES AT**

**MAHATMA GANDHI INSTITUTE (MGI)**

**Submitted in partial fulfilment of the requirements of Leeds Metropolitan University for  
the degree of Doctorate in Business Administration**

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**DATE OF SUBMISSION: MARCH 2015**

## **DECLARATION OF ORIGINALITY**

I wish to confirm that this thesis is the outcome of my own work and not been submitted to any other university before for another academic qualifications. I have acknowledged all the published materials that I have used in the thesis and in the list of references. This thesis is within the regulations of Leeds university as far as the number of wordings are concerned.

**VEEDOTMA KOONJAL**

## ACKNOWLEDGEMENT

I wish to express my heartfelt thanks to Professor Jeff Gold and Dr Nitin Essoo, my two supervisors who have guided me continuously to finalise this research document. I also express my deep sense of gratitude to Dr Vasen Naeck, Professor at the Mauritius Institute of Education for his valuable contribution.

I wish to place on record and extend my thankfulness to the following persons who have been my collaborators:

- Mrs Zahreen Beebeejaun
- Mrs Vedika Hurdoyal Chekori
- Dr Jeevendiren Chemen
- Mr Nirmal Hurry
- Mr Karamlall Mantadin

I also wish to express my sincere thanks to the following persons who have supported me in my endeavours:

- Mr Ravindranath Dwarka, Chairman (MGI & RTI)
- Mr Bijaye Coomar Madhou, Director General (MGI & RTI)
- Mr Mithileswar Banymandhub
- Mrs Menka Banymandhub
- Mrs Sandhya Mungur
- Mr Pavitranand Ramhota
- Dr (Mrs) Amenah Jahangeer Chojoo
- Dr (Mrs) Purnima Ragoobar
- Mrs Uma Kowlessar
- Dr Girish Pudaruth
- Mr Vivek Binda
- Mrs Raginee Seetul
- Mrs Marie Louise Maurer
- Mrs Nirupa Soniassy
- Mrs Reena Mojhoa
- Mr Kavi Ramessur
- Mr Boomesh Beedasy
- Mrs Sheetul Perwaneer
- Mrs Kavita Bundhun

I also wish to express my appreciation to Mrs Vijaya Veeramootoo and Mr Vivek Ramnarain who have also been very helpful to me. Last but not least, I wish to thank my husband Veenesh and my two children Vandana and Vedeesh for their continuous support and understanding.

## ABSTRACT

The aim of this study is to develop leadership capacity in the tertiary education sector at the Mahatma Gandhi Institute (MGI) in Mauritius. The objectives related to this aim are to find out what are the leadership competencies for leaders and managers at the MGI, how these competencies are related to practice of leaders and to identify how leaderful practice can be developed in the Institute. In this connection, it was found essential to study the practice perspective of leadership. Consequently, two new approaches of leadership were seen to emerge namely the leadership-as-practice model and the leaderful practice model. With a view to enhance leadership at the MGI, it became necessary to find out how to develop the new model of leaderful practice at the Mahatma Gandhi Institute and to find out the factors that affect its development in the institute. In order to find out the answers to these questions, a collaborative action research was used. The research approach used was qualitative. My research philosophy was to interpret data ontologically in a subjective manner and the epistemology used was an interpretivist approach.

This thesis presents the results of a collaborative action research which was carried out with my four collaborators and who in turn have carried it out with their academic staff in their respective departments and schools. The methods that have been used to gather data are namely focus group discussions, observation using observation grid and interviews. The results showed that leaderful practice could be developed at the MGI by three main processes namely coaching, work based learning and action learning as duly supported in the literature review. The outcome also showed that there were various other factors which influenced the development of leaderful practice at the MGI and that these factors had to be taken into consideration and had to be dealt with seriously so as to enable leaderful practice to take place in the institute. This study has contributed to knowledge as it has enabled a tertiary education institution in Mauritius namely the MGI to create and to develop leaderful practice for the first time in its history. This would definitely enable all leaders in the higher education sector, not only at the MGI, but generally in Mauritius, to get an idea of this new concept and to learn how to improve their practices as leaders in the academic sector.

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## GLOSSARY OF TERMS

Mahatma Gandhi Institute	-	MGI
Mauritius Institute of Education	-	MIE
Leadership-As-Practice	-	LAP
Collaborative Action Research	-	CAR
Collaborators (1, 2, 3 ,4)	-	C1,C2,C3,C4
Critical Friend	-	CF

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Introduction**

The chapter presents a general introduction (Section 1.1) of the research project. Section 1.2 highlights the historical background of the study. It also gives an indication of the research that has been carried out. Section 1.3 sets the research question. Section 1.4 sets the research objectives. Section 1.5 refers to the research methodology. Finally section 1.6 refers to a brief review of all previous research works carried out in documents 1, 2, 3 and 4. (Koonjal, 2010, 2011). A brief on document 5 has also been given in Section 1.7.

### **1.2 Historical Background of the Study**

Since I am cumulating the functions of the Director of the MGI, this study was chosen mainly so as to enable me to improve my practice as a leader in the education sector and as the Director of the Mahatma Gandhi Institute, a higher educational institution in Mauritius. In my perception, it was a real challenge and time opportune for me at this stage not only to empower myself but to empower all heads to enrich their knowledge towards achieving the right leadership skills, the best competencies and practices in order to lead effectively in the best interest of the Mahatma Gandhi Institute.

I strongly believe that it has become imperative for all leaders in the tertiary education sector to stay tuned to global developments in their respective fields and to search new ways and means to be successful in leading higher education institutions such as the Mahatma Gandhi Institute efficiently and effectively.

The findings from Koonjal (2012) have clearly demonstrated that leaders of the Mahatma Gandhi Institute require training so as to develop their competencies, leadership skills, attributes and qualities for leading effectively the institution and also to learn how to lead in practice. Leading an institution like the Mahatma Gandhi Institute requires exceptional acumen and leadership competencies.

The Mahatma Gandhi Institute is both an educational institution which was set up by an Act of Parliament in 1970, by Shrimati Indira Gandhi and Sir Seewoosagur Ramgoolam, following a joint agreement between Mauritius and India. The act was amended in 1982 and further amended in 2002 with the main objectives of promoting education, Indian culture and traditions in line with the philosophy of Mahatma Gandhi. It runs courses both at secondary and tertiary levels. In 2002, there was a major change in its sphere of operation and another institution namely the Rabindranath Tagore Institute which was set up, was integrated with the institute by an act of parliament so that it operates under one Council. The main objectives of the Rabindranath Tagore Institute were to promote education, Indian culture and traditions in line with Rabindranath Tagore's philosophy. Both institutions are headed by one Director-General under the purview of MGI & RTI council and under the Ministry of Education and Human Resources, Tertiary Education and Scientific Research. Both institutions are funded by the Ministry of Education and Human Resources, Tertiary Education and Scientific Research.

The Mahatma Gandhi Institute consists of the following main sectors –

1. Tertiary Sector
2. Non-Tertiary and Cultural Sector
3. Secondary Schooling Sector

The focus of the study will be mainly on the tertiary sector of the Mahatma Gandhi Institute.

### **Tertiary Sector**

In the tertiary education sector of the Mahatma Gandhi Institute, there are five major tertiary schools which operate each under one head of school under the direct supervision of the Director of the MGI who is accountable to the Director-General of the MGI & RTI.

The schools are –

- School of Indian Studies
- School of Performing Arts
- School of Fine Arts
- School of Mauritian and Area Studies
- School of Indological Studies

All the other support and service departments such as the Finances, the Library, the Stores and Maintenance, the Printing Press Department are also supervised by the Director of the MGI. All the tertiary schools are directly or indirectly involved in the promotion of education and culture in Mauritius.

The MGI runs about 45 tertiary programmes of studies ranging from diploma, degrees and post-graduate degrees in the fields of Indian Studies, Performing Arts, Fine Arts, Mauritian and Area Studies, Sanskrit and Indian Philosophy. All the degree and post-graduate degrees programmes are run in joint collaboration with the University of Mauritius and the award of certificates is carried out by the University of Mauritius. It is indeed worth mentioning that such a research will definitely benefit not only myself as Director, but it will also enlighten the other directors, heads of schools, heads of departments who are currently heading an academic department within the MGI system. The study will also provide information to other leaders who are leading higher academic institutions and it will act as an inspirational tool, a device and a guide to all those who are involved in leadership of higher education.

Based on the conclusions and recommendations of Koonjal (2012), three research objectives have been set. Then based on the literature review of Document 5, a conceptual model was drawn from the literature review and the last two new objectives were seen to emerge out of the literature review. Moreover, it is also interesting to note that there has been a recent evolution regarding leadership studies. In a recent article, Raelin (2011) indicated that there was an emerging movement in leadership studies known as leadership practice. This movement looked for leadership in its music and activity rather than in the traits and heroics of individual actors. It also distinguished the Leadership-as-Practice from the individualistic approach by explaining its intersection with its dualistic counterpart theory, with the agency and structure problem, and with rationality and meaning in organizations. It called for a modification in classic approaches to research methodology and to leaderful development (Raelin 2011). This study is also going to explore this new concept.

The aim of the study is generally to develop leadership capacity at the MGI.

### **1.3 Research Question**

Based on the research objectives, the following research question has been set for Document 5:

- How can leadership be enhanced at the MGI?

### **1.4 Research Objectives**

The research objectives for Document 5 have been set as follows:

- To find out what are the leadership competencies for leaders and managers at the Mahatma Gandhi Institute.
- To find out how competencies are related to practice of leaders at the Mahatma Gandhi Institute.
- To identify how leaderful practice can be developed at the MGI.

In order to find out the answers to the above questions, an extensive research was carried out on the internet and recent journals and interestingly it was found that the competency approach to leadership has been severely criticized by many researchers. For example, Carroll et al (2008) have mentioned that the use of competency approach has shown to be limited in its approach and it has been found to be a constraint rather than a facilitator. According to them, concentration on praxis and practice is a challenge and it shows the limitations and its ambiguities. The fact that the competency model was found to be limited, it became essential to explore the new perspective of leadership which was the practice perspective. From the literature review, two new approaches of leadership were seen to emerge in this context namely the leadership-as-practice model and leaderful practice as specified by Raelin (2011). Leaderful practice was further elaborated by Staratt (2001). The objectives of the research were subject to alteration in the light of the learning from the literature review.

### **1.5 Research Methodology**

In order to explore the research study, a collaborative action research method has been used. This is in line with the ideas of Kemmis and Mc Taggart (1992: 22-25) where they have mentioned that action research was a method to improve practices and consequently learning

takes place from the modifications made. In this study, research would be oriented to investigate and to improve my own leadership practices and the leadership practices of all academic heads within the institute. As pointed out by them, the action research method is a means for a group of persons who work together in groups to improve their practices by collaborating together and by involving themselves in implementing actions. In order to proceed with the research, the existing literature on leadership competencies and leaderful practice has been explored from conference papers, books, journals, newsletters, and through online means.

After having considered the research questions, and the different existing research philosophies, I have made use of a subjectivist ontological and interpretivist epistemological approach. The subjectivist ontological approach was based on the proposals made by Morgan and Smircich (1980), Fredericks and Chiappini (2008), Marcon and Gopal (2008) and many other researchers, where it is considered that reality is perceived as a projection of the imagination of an individual. The interpretivist epistemological approach was based on the proposals made by Cunliffe (2010) who had stated that the nature of reality in an interpretivist approach was linguistic and symbolic where there were actors, sense makers who choose linguistic resources to manage impressions. I have also considered the proposals made by Fisher et al (2007), where they have defined interpretivism as that epistemology where the interpretation of truth is influenced by the values of people and the way they perceive the world. In this study, data were collected in various ways as stated by Kemmis and Mc Taggart et al (1988) regarding gathering of data in an action research study. The following methods were used to gather data.

- Literature review
- Focus group discussions/ meetings/conversations
- Observation
- Interviews

In order to analyse data, I made use of thematic approach as stated by Braun and Clarke (2006). According to them, thematic analysis could be used within different theoretical frameworks and could be used to do different things within them. They have also stated that thematic analysis could be a method which examined the different methods through which events, truth, meanings and experiences were the impact of a range of discourses operating within the society.

## **1.6 Brief review of works in previous documents**

### **Document 1 (Koonjal, 2009)**

The purpose of document 1 was to prepare a draft proposal and plan for the research project namely, “an analysis of leadership skills in two major tertiary educational parastatal bodies namely the Mahatma Gandhi Institute and the Rabindranath Tagore Institute. The document consisted of nine parts. The introductory part explained the purpose of the document which comprised the background and rationale of the study, the aims and objectives of the study, the literature review, the research methodology, the time scale and the resources to be used in the research project. It also included a reference sheet and a concluding note. Each section was briefly described and a brief outlook of the proposal was shown.

### **Document 2 (Koonjal, 2010)**

The purpose of Document 2 was to make an analysis of the leadership skills in the tertiary education sector of both the Mahatma Gandhi Institute (MGI) and the Rabindranath Tagore Institute (RTI).

It consisted of several parts. The first part consisted of the background and rationale of the study, where the importance of the study was highlighted in details. It was followed with the objectives of the study where three main objectives were identified. The third part comprised the literature review where the meaning of leadership, the characteristics and skills that contribute to effective leadership as highlighted by various scholars on leadership were highlighted. Then a tentative conceptual framework was developed, whereby the different processes were shown. The fourth part described the process on action learning. It looked into the research methodology whereby both the quantitative and qualitative approaches were described. The fifth part looked into the time scale, whereby the time taken to complete the project was highlighted. The sixth part described the resources that would be required for the study. Then, prior to the conclusion, the reference part was discussed and it was highlighted that the Harvard System would be used for the referencing part. Finally a conclusion was drawn, and it was highlighted that the above research will benefit all the Directors and Heads in the tertiary education sector of the Mahatma Gandhi Institute and the Rabindranath Tagore Institute.

### **Document 3** (Koonjal, 2011)

The purpose of this document was to make a critical literature review on the analysis of leadership skills in the tertiary educational sector with reference to the two major educational parastatal bodies in Mauritius namely, the Mahatma Gandhi Institute and the Rabindranath Tagore Institute. The three main objectives of the project were highlighted as follows:

- 1) What is effective leadership in Higher Education institutions?
- 2) How leaders in Higher Education institutions learn to do in practice?
- 3) How culture impact on how leaders learn to do in practice in Higher Education institutions?

Then there was a detailed literature review on each question. Following the above, a conceptual framework was developed based on the three research questions. Then the methodology was described indicating the types of research to be conducted. Finally, it was argued why a positivism approach would be used.

### **Document 4** (Koonjal, 2012)

The purpose of this document was to conduct a mini research project of one of the three research questions that were set in Document 3. The document comprised the introductory part, the research design, the sample selection, the design of the survey questionnaires, the demographic profile, the promoting and pretesting the questionnaires, the distribution of questionnaires, the collection of data and finally the conclusions and recommendations.

In the introductory part, the reasons for using a positive approach and quantitative research were highlighted in details. In the research design part, the different existing methods of data collection were defined and finally the self completion questionnaires were selected. This was then followed with the sample selection, where the process of selecting the sample was defined. Furthermore, the demographic profile was then discussed in detail and the research questions were described lengthily. Eventually, the questionnaires were pretested and piloted before implementation. The aspect consisting of distribution was then defined, followed by a collection of data and its analysis. Finally, the conclusions and recommendations were drawn once the

survey was conducted. As stated at the beginning of this study, the findings of Document 4 would be used as a basis for Document 5.

The findings of Koonjal, (2012) may be summarised as follows :

### **Roles**

It was found that in the statement made by Crosswell and Brown (1992), leaders in academia have seven discrete roles to play for leading effectively in the Higher Education Sector. It was found that the number of children of respondents had an impact on the “advocate role” for effective leadership. Moreover “marital status of respondents” was related to “act on emergency”.

### **Competencies**

Five clusters consisting of different competencies were found to be significant for effective leadership in the Higher Education Sector. These include the Human Resource Cluster (considered more important by female respondents), Leadership Cluster, Goal and Action Cluster, Directing Subordinated Cluster and Focus on other Cluster.

### **Features**

Eight features as stated by Mitchell (1987) were found to be significant for leaders in Higher Education Sector. These include concern for others, unselfishness, fairness and honesty, mutual trust and respect, professional and responsibility, collegiality and cooperation, flexibility and versatility, collective excellence and teams. Collective excellence was found to be most important. An association was found between the parameters “marital status” and “mutual trust and respect”.

## **Attributes**

It was found that the majority of both male and female respondents did not agree that leaders of the institutions possess the attributes mentioned by Harris et al (2004) and Mitchell (1987). The parameters “gender of respondents” had an impact on “whether the respondents believe that the leaders of their institutions possess the attributes”. Some of the attributes mentioned also formed part of the different clusters of leadership and management competencies which were identified by researchers and thus confirmed by Staff of the Mahatma Gandhi Institute through the surveys.

The five main attributes as proposed by Harris et al (2004) were found to be very important for effective leadership in order of priority. These include having an ethical approach whereby people are treated with respect, effective communication, empowerment and praising of staff for good performance and networking.

The eleven attributes stated by Bland Weber Man et al (2005) were found to be very important for effective leadership. Generating a culture which is conducive and supportive to research through such things such as promoting communication among staff was considered to be more important. Effective leaders require specific attributes to face future challenges such as strength, understanding, vision, commitment, good human resource skills, bravery, excellent communication skills, diplomacy, leadership skills and self-confidence.

According to the responses obtained, 26 attributes were found to be important for effective leadership, where “good human resource skills “were identified to be the most important skill. An association was also found between parameter “age” and the extent to which “sense of humour” was important for effective leadership. Twelve attributes were identified for future leaders where “verbal communication” was found to be the most important one.

It was found that distributed or dispersed leadership was significant. The statement that effective leadership “walk the talk” was found to be true. The meaning of effective leadership was found to be a leader who had a vision, someone important and receptive someone with a sense of determination, responsibility, perseverance, with a sense of direction and someone who inspires.

From the conclusions and recommendations, it could be deduced that responses were obtained by lecturers only and not by the heads. However, it would be necessary to obtain responses of heads as well in order to make further recommendations. It could also be deduced that leaders at MGI and RTI would require training so as to develop further their leadership skills and attributes. They would have to learn how to lead in practice

### **1.7 Brief review of works in Document 5**

Based on the conclusions and recommendations of Koonjal (2012), three research objectives have been set. The objectives of the research were subject to change in the light of the learning from the literature review. Moreover, it is also interesting to note that there has been a recent evolution regarding leadership studies. In a recent article, Raelin (2011) indicated that there was an emerging movement in leadership studies known as leadership practice. This movement looked for leadership in its music and activity rather than in the traits and heroics of individual actors. It also distinguished the Leadership-as-Practice from the individualistic approach by explaining its intersection with its dualistic counterpart theory, with the agency and structure problem, and with rationality and meaning in organizations. It called for a modification in classic approaches to research methodology and to leaderful development (Raelin 2011). This study is also going to explore this new concept.

A thorough literature review was conducted in order to investigate and to find out what was meant by competencies of leaders in general and how competencies were related to practice of leaders. An extensive research was carried out on the internet and recent journals and interestingly it was found that the competency approach to leadership has been severely criticized by many researchers. For example, Carroll et al (2008) have mentioned that the use of competency approach has its limitations and it has been found to be a constraint rather than a facilitator. According to them, concentration on praxis and practice is a challenge and it shows its limitations and its ambiguities. The fact that the competency model was found to be limited, it became essential to explore the new perspective of leadership which was the practice perspective. From the literature review, two new approaches of leadership were seen to emerge in this context namely the leadership-as-practice model and leaderful practice as specified by Raelin (2011). Leaderful practice was further elaborated by Staratt (2001). The objectives of the research were subject to alteration in the light of the learning from the literature review.

As stated in the beginning of this chapter, a collaborative action research method was used. Finally it was found that leaderful practice could be developed by three processes namely coaching, work based learning and action learning by change agents. Furthermore it was also found that there were other factors which were responsible for the creation and the development of leaderful practice at the MGI and that these factors had to be taken into account and be properly handled so that they enable the development of leaderful practice to take place smoothly in the institute.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

As mentioned in chapter 1, the aim of this study is to develop leadership capacity at the MGI. Based on the above, the following research question was set in chapter 1 of this study as follows:

- How can leadership be enhanced at MGI?

In order to get the answers to the above question, an intense literature review was carried through the internet, books, magazines and journals. The first part of the literature review, looks at different meanings and of competencies of leaders in general and then it focuses on leadership and management competencies in the field of higher education sector. The second part of the review deals with a critical assessment of the competency approach highlighting all its weaknesses. The other parts of the literature review look into Leaderful practice and Leadership -as - Practice also known as LAP. The implications of these two approaches are seen in connection with leadership development. Finally different ways of developing leaderful practice are explored through coaching, action learning and work based learning and by change agents who promote a learning culture within the organisation.

#### **2.2 Research Question 1 - What are the various meanings of competencies for leaders?**

First of all, it is significant to look into the meaning of competencies for leaders as stated by various researchers. It is also important to look at the different competencies that exist and its relation with attributes, skills and qualities. I consider leadership competencies to be a vast subject that requires intense research. Leadership and Management Competencies have been defined by Gold, Thorpe and Mumford (2010) as “behaviours attributes, skills” that leaders have in order to perform in an effective manner and it is essential for the results that are to be obtained from the work be assessed against certain criteria.

Leadership Management Competencies are quite complicated and can be considered in various ways. (Bolden and Gosling 2006), Competency may be linked to behaviours needed by Leaders or the skills or attributes they have or the results of their assignment. Over the last 25 years, many debates have taken place to show how to make an assessment of an individual's abilities and performance at his work. Bolden and Gosling (2006), have proposed :

1. Behaviour Approach
2. Standards Approach

The behaviour approach arose from the work of Boyatzis (1982), which was mainly about the characteristics of effective performance in leadership and management work. He defined the behaviour approach as the achievement of results by leaders through certain actions in an institution, taking into consideration the specific policies, procedures and conditions existent in the organisation. For example, Woodruffe's (1992, p.17) definition of Leadership Management Competency is 'the set of behaviour patterns that the incumbent needs to bring to a position in order to perform its tasks and functions with competence.' Another more recent definition of Leadership Management Competency CIPD's (2008, p.1) is 'the behaviours that employees must have, or must acquire, to input into a situation in order to achieve high levels of performance.' Bolden and Gosling (2006), have considered the second approach that is the standards approach. As stated by Gold, Thorpe and Mumford (2010), the following six cores were highlighted in the standard approach :

- Management of self and personal skills
- Directing
- Acting as a facilitator of change
- Working with people
- Making use of resources
- Getting results

As pointed out by Bolden and Gosling (2006), learning management competency is a significant method for making an assessment and developing leaders. In addition, emotional intelligence, social and culture competence have also been included in Learning and Management Competency recently so as "talent could be developed" and "outstanding performers could be identified". ( Boyatzis 2008, p.11).

It has also been felt that Leadership Management Competency may be difficult to assess and this is linked to a lack of clarification in the meaning of competency. At times it may be considered as an aspect of personality, trait, characteristic or skill and at others it may be considered as an aspect of behaviour or to get a result against a benchmark. So consequently there might be difficulties in using Leadership Management Competency as a means to assess.

Research conducted by Grugulis (2000) showed that standards approach was not bringing any positive contribution towards developmental training. It was instead considered to bring a negative impact on it. The main advantage of behaviour approach over standards approach is in the way that Leadership Management Competency tries to look into business requirements and is more future oriented, while the standards approach is more about managers who have to meet performance criteria which enable assessors to say whether they are competent.

### **2.3 Leadership and Management Competencies in Higher Education**

After having looked at the various meanings of Leadership Competencies in general, it is now essential to focus on Leadership and Management Competencies in the field of Higher Education. The following paragraphs include and describe the research conducted by various well-known researchers in the field of Higher Education, so as to highlight the meaning of Leadership Competencies in the field of tertiary education. In a recent article, Spendlove (2007) research was conducted in the field of Higher Education to investigate the role of the leader of a university and the competencies (attitude, knowledge and behaviour) that are needed for effective leadership in higher education, and it was found that academic credibility and experience in the university were very important for effective leadership in the field of tertiary education. It was also found that activities related to research and teaching, together with management roles was very important. Communication skills and negotiation skills were also very significant and it was revealed that the majority of the universities did not have a systematic method to be able to identify or develop these leadership skills. According to Petrov (2006), the top universities may present a specific challenge. Given that a university is complex and it has various goals and traditional values, its leadership is considered to be uncertain and it is strongly objected.

Middlehurst (1993) proposed that, although the academic leaders have been referred to as "herding cats" the plus point of the system of the university still remains in the thought,

creativity and independence of those individuals who work in them. The leadership from top level to down level is contradictory to traditional values of academic freedom, and autonomy, participating democratically and the various interests of academia. Spendlove (2007) has indicated that the question that arose on the kind of leadership and leadership development that were considered effective to a large extent when the majority of universities along with the collegial nature, remained a decision making process made collectively.

Bargh et al (2000) have specified that, research on leadership in tertiary education institutions very often concentrate on the role of the Vice Chancellor, President or Rector, and very little is known of the skills that are required at other levels of leadership. Middlehurst (1993) has stated that according to several universities, the role of the Pro-Vice Chancellor is neither certain nor a usual institutional one, as there are various interpretations in different universities. However, Middlehurst's (1993) has inquired consequently into leadership of Higher Education Institutions which have revealed that even if Pro-Vice Chancellors were appointed mostly as part-timers on an official basis, with a full work load of 50-75% many of them considered the role as full-time because of the energy, the time and the commitment that they had to put in. The remaining time was used in the academic activities to which they would resort to, after their tenure of office as Pro-Vice Chancellor.

The research undertaken by Spendlove (2007) has also taken into consideration the leadership theories, their relation with effective leadership, the leadership development theories and the competencies approach. Spendlove (2007) has highlighted the difference between leadership and management as stated by Bush and Glover (2003). According to Bush and Glover (2003) leadership has been described as a means to influence others so as to attain a required objective, while management is referred to the efficient and effective administration of the activities of an institution and the implementing of policies. Leadership theory maintains that the ways people behave can have a great impact on others.

Muijs et al (2006) and Neumann and Neumann (1999) have found that there are proofs to indicate that the charismatic or transformational styles of leadership can be effective more in an education set up or in a mixed way where both transformational and transactional styles prevail as stated by Pounder (1999, 2001). The competencies approach has evolved gradually during these last ten years of research in leadership development, whereby leadership competencies of such people such as knowledge, skills, abilities and behaviours have been identified.

According to the analysis made by Spendlove (2007), there is a relationship between leadership development and leadership competencies. He has stated that leader development takes place by giving training to the leaders in specific skills and abilities. For Spendlove (2007) there is a strong interaction between the environment and the leader. It is assumed that to become more effective, a leader has to be trained individually and then be placed in an institution so as to improve effectiveness both at social and operational levels. Day (2000) has highlighted that, leadership is viewed as a system that comments everyone within a society. As such everyone is looked upon as a leader, and leadership is considered to emerge as a group of effective system.

Hollenback et al (2006) also observed that Heads of universities often brought a change to the situation in order to fit themselves in terms of knowledge, skills and attitudes. In a study conducted by Thompson and Harrison (2000) and Wolverton et al (2005), eight interviewees stated that their functions had changed since they had been appointed, and they confirmed that flexibility in the university was a must as stipulated earlier by Pounder (1999) and Ramsden (1988). Six of the interviewees informed that they have changed themselves in order to fit into the role well, such as a restrictive and a stronger focus on research. Two other respondents felt that changes were brought because of government priorities or because of the recruitment of a new Vice Chancellor. To a question raised, on the perspective that was required in the role as compared to other roles, all the ten participants answered that the role was strategic. The Pro-Vice Chancellor who was not an academic, felt that the day-to-day management of a university was similar to any other complex organisation. Boldt (1991) has suggested that in spite of having common points between the strategic management of a university and a business, there are many differences as well, which complicate its strategic management. The study undertaken by Spendlove (2007) has also highlighted the research and teaching activities of the Pro-Vice Chancellor. It was found that most of the Pro-Vice Chancellors maintained their academic work load, irrespective of whether they were employed on a full time or part-time basis as Pro-Vice Chancellor.

Spendlove (2007) has furthermore reported on leadership competencies in his study. Two collaborators stated that leadership competencies have been specified in their institution. According to two respondents, leadership competencies were identified through government funded activities such as staff development, and annual performance review. Some respondents indicated that their institution did not identify leadership competencies well enough.

One respondent stated that no system exists at institutional level, and leadership competencies were found at school level through “word of mouth”. One respondent stated that in spite of the availability of training in leadership, the university did not send anybody to follow the course, it was mostly based on ad hoc basis. Coaching and mentoring were found to be key competencies for leadership. Some of the attributes that were considered important for effective leadership in a university set up were:

- Openness
- Honesty
- The need to consult others
- Ability to listen
- Ability to negotiate and persuade
- The ability to think broadly strategically and to engage with people

The above was also in line with Bartram views. The views of Bartram (2005) revealed that the above attributes were considered as universal leadership competencies which also showed a transformational leadership style. Some attributes required by a Pro-Vice Chancellor were identified as very significant by the respondents as compared to a business leader. These included

- Academic credibility (reputation and respect)
- Experience
- People’s skills/human aspects

Academic Credibility was considered to be the most important one. Experience was also very important. All respondents had held a minimum of three senior positions in a university, industry or business. The experience being referred was either to have the experience of academic or the experience in a university set up and not simple management experience. This was stated to be very important for the post of Pro-Vice Chancellor. Most of the respondents had not been trained either in management or in leadership when they were younger.

Another important aspect that needs consideration is the people’s skills and human aspects. This was considered as a strong and major requirement for a Pro-Vice Chancellor. Other attributes considered to be significant were team building and effective communication. There

was a consciousness that the management of academic was very difficult. It was also highlighted that the characteristic of a good academia institution is to have independently-minded academics. From Bartram (2005) competency framework, it was highlighted that, the people's skills that were required at this level included negotiation, motivation, mentoring, monitoring team building and communication.

From the results of the above study, it was found that the way leadership was viewed in the academic world is different from other organizations. The majority of participants had considered leadership to be on the same footing as academic leadership. It also implied that an academic had to be recognized and given due respect. It was found that this kind of leadership was quite apart and specific, where external people might not understand it clearly. Furthermore Henkel (2005) found that discipline and academic freedom were the basis of effective leadership and self-esteem and valued to a great extent. It was also found that people with business and industrial experience could certainly contribute a lot to the field of academic by closing any gap between theory and practice by bringing in new thoughts and ideas. However, it was also pointed out that professionals could find it practically hard to get into academic life and to adapt to its culture strategically without being inedible, knowledgeable or having the experience that other individuals may have obtained in academic life. The above results had a lot of implications for theory, practice and future research. The outcome indicated that despite succession planning was taking place informally within a parameter it seemed that there was no organizational strategy in order to identify or to develop leadership skills. Previously the UK government funded Good Management Practice Project (HEFCE, 2001) and has also given an indication that 70 per cent of the tertiary education institutions lacked a systematic method in dealing with leadership and management development. Day (2000) has clearly mentioned that emphasis should be placed on leadership development throughout the institution as well as the development of individual leaders and constructing human capital for the development of social capital and network relationship.

## **Summary**

The literature review for this question is divided into two parts. The first part looks into the different meanings of competencies for leaders in a general way. The definition of leadership and management competencies by various researchers were looked into. The second aspect of the literature review for this question lays emphasis on leadership and management

competencies in the Higher Education Sector. All the studies were carried out by well-known researchers who had their own views and perception on leadership and management competencies and according to their research study, they have defined them in the way they perceive them in the Higher Education Sector.

It can be concluded then that leadership and management competencies are specific attributes, characteristics or, abilities, skills and attitudes, behaviours that leaders demonstrate so as to allow them to get effective results. It was also found that leadership in the tertiary education sector was perceived differently from other organizations and the kind of leadership in the Higher Education Sector was apart and specific. At the end of the literature review, it was found that in order to develop leadership competencies in the tertiary education institutions, training should be provided at an early stage of one's career for its development.

Having considered the various meanings and the role of competencies, it is now necessary to find out how far competencies are related to the practice of leaders in the tertiary education sector. It becomes therefore important to search the answer for this question from existing literature review. In view of the above, a second research question has been set.

#### **2.4 Research Question 2: How do competencies relate to practice of leaders?**

As reported by Bolden et al (2006), it has been indicated that competency approach to leadership could be considered as a phrase which recurs time and again that has made people think and behave in specific ways and has finally put up a barrier for institutions to take an engagement inclusively and collectively with different types of leadership. This recurring phrase has maintained its promise thus creating an illusion to bring into conformity and to enable the system of selection measurement and development of leaders become simple and yet shows only part of the complexity of the nature of leadership. Bolden et al (2006) furthermore add that several weaknesses have been pointed out about how far competency approach is effective and to what extent it increases the performance of a person or the institution. These weaknesses include the following:

- The reduced manner in which this method breaks the management and leadership role rather than considering it as a whole (Ecclestone 1997; Grugulis 1998; Lester 1994)

- The universal nature of competencies that have a group of capacities, irrespective of the situation, people or work (Grugulis 2000; Loan-Clarke 1996; Swailes and Roodhouse 2003)
- The concentration on present and previous performance instead of future needs (Cullen 1992; Lester 1994)
- The manner in which competencies try to put emphasis on behaviours that are measurable and the output to be released to more subtle characteristics, and environmental factors (Bell et al 2002)
- Making a limited and mechanical approach towards education that provides results (Brundrett 2000). Buckingham (2001) suggests that leadership competencies enhance conformity instead of diversity individually. He argues that it is based on three invalid assumptions. The first one being those who perform excellently in the same role and behave in the same way. The second invalid assumption is that a person can learn these behaviours. The third invalid assumption is that if one improves on one's weakness, then one will definitely be successful.

It has been pointed out that there has been discomfort and critique on the use of competency frameworks, models, instruments and their thinking, (Carroll et al 2008). A concentration on praxis and practice is a challenge and shows how leadership is limited by present institutional practice. Carroll et al (2008) have specified that the ambiguity of competency is more a constraint to the thought on leadership and its development than being its facilitator. Bolden and Gosling (2006) have found that the competency method hardly has empirical validity and when its assumptions are analysed, they do not reflect the truth. Grugulis (2000) and Loan Clarke (1996) have further added that there is a tendency for competency to show people acting in isolation and that one obtains performance by adopting certain specific roles and behaviours which certain leaders have adapted and put into practice.

Townley (2002) has further added that competencies are limited because they can only divide, things that are tangible that can be measured and which show objectivity and technicality. It has also been highlighted that although the systems which look at budget, its planning operations, its project management and its compliance do meet the criteria for competency, the leadership domain could hardly be translated pertinently into a coherent manner to reflect the criteria of competency. There are many complicated problems with competency issues such as the dependence on the reduction processes and the fragmentation. If all the parts are put

together, then a credible and attractive complete form can be reached ( Ecclestone 1997; Grugulis 1998). Competencies therefore do not cater for the vitality, life, originality and distinctiveness of leadership. They do not provide enough material to solve all its problems but instead they nourish conformity to a standardized and unfocused model as opposed to diversity and relationship which could put into question private and institutional capability.

As pointed out by (NHS leadership Centre 2003), leadership frameworks have very often created confusions between 'independent' and 'dependent variables' in the same way as Hunt (1999 : 214) has highlighted how transformational leadership theory provides an alternative between showing leadership as a behaviour or a follower response. Donald (1995) and Levy (1994) have stated that the danger of using competencies is to carry several practices and they may be used for other reasons for which they were not designed. Minzberg (2004 : 257) has pointed out that acquiring various competencies does not make a person competent. McCall (1998) has found out that studies have shown that too much of beneficial competency can cause failures and this team orientation can sometimes lead to indecisiveness, lack of enthusiasm, lack of vision and lack of focusness. Sandberg (2000) research has shown how the competency approach is based on objectivism where the worker and the work are considered as separate entities (2005 : 215). Lawler (2005) has also added that by concentrating on objectivism, consideration of social construction of truth is reduced and this does not take into account the subjectivist experience of the relationship of leadership. Leadership competencies normally fail to keep their promises. (Salaman 2004)

### **A new approach to leadership namely Leadership-as-Practice and Leaderful Practice**

Before looking at a new approach to leadership, it is important to look first at leadership in general.

There has been a growing attention on the idea of distributed or dispersed leadership, putting emphasis on leadership at all levels (Bryman 2009). Leadership in higher education institutions is best when it is distributed across the groups who are actually working (Knight and Trowler 2001; Birnbaum 1992b). Smith (2005) found that leadership was quite dispersed in statutory universities and implemented formally unlike chartered universities where it was more informal. Dispersed leadership was connected with chairing departmental committees and leading the research groups. Other researchers have shown the importance of participation, collaboration and collectiveness in connection with leadership.

According to Wheatley (2001), there has been an increase of talk on “distributed”, “collective” and “emergent” leadership within the United Kingdom, which should be made open to examine as they are central to the procedures of sense making in which the leader and his team is committed and this may be possible by bringing more open-ended discursive, reflective and experiential methods.

## **Towards Leadership-as-Practice and Leaderful Practice**

### **Differences between Competencies and Practice**

From the above literature review, it could be said that competencies were not suitable for use as an approach in leadership given that it had created many problems and there were many issues that had to be taken into consideration when looking at competencies. This is why it was important to look at the distributed at dispersive nature of leadership and as far as this aspect of leadership was concerned it was linked to the practice perspective of leadership.

So having analysed the implications of leadership competencies and after having looked at leadership in general, it would now be essential to look at the practice perspective of leadership. Carroll et al (2008) have argued that a practice perspective shows a different scope with a different way of assessing. They have made a distinction between competency and practice as shown in Table A.

### **Table A**

Source: Carroll et al (2008, p.366)

<b>Competency</b>	<b>Practice</b>
<ul style="list-style-type: none"><li>• It is related to objectivism.</li><li>• It refers to analysis at an individual level.</li><li>• It can be quantified and measured.</li></ul>	<p>It is related to constructionism.</p> <p>The analysis is done at collective level.</p> <p>It is done through discourse, narratives and rhetoric.</p>
<ul style="list-style-type: none"><li>• It is unanchored in its relationship and context</li><li>• It puts reason forward.</li><li>• It takes into account intellectual predominance.</li></ul>	<p>It is situated and socially can be described.</p> <p>It puts day-to-day experience forward.</p> <p>It integrates embodiment and emotion.</p>

Whittington (2006) has stated that there are three parts of practice theory as mentioned by Reckwitz (2002) as follows:

- Praxis                      Inter-relations of action
- Practice                    Consistent and routine sets of behaviour
- Practitioner                Those people who are active

Each of the above comprises a different analytic point of view and if they are combined together they meet both the micro and macro that is the action taken by individual and the action taken differently by described practices. The relationship between the micro and macro is not an easy one. Research is focused mostly on the micro phenomena. Chia and Holt (2006) have proposed that the assumptions of relationality are linked to the core of practice theory, which shows that people are committed to understanding and they are higher and not distinct entities but related together (Cooper, 2005). Schatzki (2001) has highlighted that this implies that practice is the source of meaning and normativity (p.12), rather than consisting of the different individual or group identities. A practice is a collective force among people who choose their own regulations to achieve their ends. Those who practise, look at the main distinctions of their practice very often by being engaged actively in the practical world. The practice may be routine or special, but its emotional and relational character is accepted (Chia and Holt, 2006). It is more about what a group of people can attain together and not about a particular individual thought. It is thus about how leadership expands and grows through daily experience.

For Chia and Holt (2006), human behaviour can only be defined by demonstrating the way different humans are acting together within one mechanism. As indicated by Chia (2004) and Bourdieu (1977), practice logically refers to a means to an end. Chia and Holt (2006) have spelt out that a practice perspective contrarily reminds management that the majority of action takes place 'on the hoof' (p.643), whereby it requires skilled people, and takes place without reflection at the site quickly. Chia and Mackay (2007) have further mentioned that the fundamental nature of practice is about the daily and routine work carried out by practitioners. It is interesting to note that Raelin (2011) has found that leadership is directly linked to practice to which people are committed and through their practices, they take the decisions of how they want to attain the goals and objectives of the organization and the work that has to be carried out in order to achieve their mission. In line with the above, Raelin (2011) has contributed to the emerging movement known as Leadership-as-Practice (LAP) movement and also considered its relationship with leaderful practice. At this point in

time, it is necessary to look at these two approaches of leadership and also about their implications regarding leadership development. As specified by Raelin (2011), the “leadership as practice” (LAP) movement has contributed enormously to leadership studies. The LAP movement has viewed leadership differently in its melody and its activity instead of the qualities and character of leaders. Leadership is focused on interacting socially and change of behaviour within an institutional life (Crevani et al 2010). Carroll et al (2008) has found that LAP stresses upon the day to day practice of leadership, which is linked morally, emotionally and relationally instead of being linked rationally, objectively and technically. Raelin (2011) has stated that LAP considers leadership as a practice in all its spheres of action instead of considering it through traits or behaviours of particular individuals. LAP is more about the place where leadership is being implemented, the way it is implemented and the reason thereof why leadership is being implemented rather than the one who is showing the vision for followers to follow. Raelin further adds that practice is a collaborative action among people who choose through their own regulations to attain an objective. One of the benefits of LAP is that those who consider this aspect of leadership tend to understand better, and think deeply on their own actions so as to build up their plan of actions based on common interests of stakeholders concerned. It is a shared process implemented in collaboration with parties concerned.

As proposed by Chia and Holt (2006) the practice may be considered as routine or exceptional but its emotional and relational nature is accepted. LAP is about the linking bonds that exist among people within the society. These bonds may be formed by actions and decisions taken by the mutual and collective interaction of the individuals and not by depending upon each other (Granovetter, 1973, Uhl-Bien and Maslyn, 2003). It is also significant to look at the benefits of LAP as far as research is concerned. LAP gives leadership students the chance to study leadership above the individual level so as to interact at various multiple levels. (Knights and Willmott 1992 and Wood 2005). It also enables one to understand interculturality and interpersonal links that emerge as leadership output. It also fills the gap in leadership research and gives enormous opportunities for process oriented studies to be undertaken culturally, historically and politically.

As specified by Costigan and Donahue (2009), leaderful practice is different to LAP in the sense that it is related to democratic ideologies. The group works joyfully as a team in a single unit. Each member of the team has a specific role but supports each other as and when required. Any person of the team can speak on behalf of the whole group. It is therefore leaderless and there is no need of a leader. As explained by Raelin (2011) everyone participates in the leadership of the system all together at the same time. At this stage it is necessary to look at

the contribution of leaderful practice. Raelin (2003) has further elaborated that leaderful practice provides to LAP studies four different proposals that are different in their measurement and their fulfillment. These are referred as 'four Cs' namely collectiveness, concurrency, collaboration and compassion.

Collectiveness means the extent to which everybody within the institution can act as a leader. Concurrency implies the extent to which people within the department of the organisation are acting as leaders at the same time. Collaboration is the extent to which people of the institution are working together to co-create the institution. There is also a review in the nature of communication in which individuals decide together on what has to be done and how it should be done. Ultimately compassion refers to the extent to which individuals within the organisation are committed to preserve the honour of every individual within the system irrespective of his background, status and opinion. Starratt (2001) has stated that, leaderful practice is another practice which is different from leadership-as-practice and is focused on democratic ideas that require the co-creation of a community by all the individuals who are acting in an interdependent way for its development. By stating democratic leadership, Starratt means that it has a dispersive nature and it does not rely on one individual only. It means to act as qua leaders so as to implement action and to decide on behalf of qua followers. Those parties act freely by participating directly and democratically through their own exploration, creativity and speeches.

Grint (2005) further points out that command and control leadership are in a clear manner and they respond to the coming of either falling or being uncertain. Wood (2005) opined that leaders tend to rely on specific shapes, so as to substantiate the experience acquired, and to neglect the complicated natural process of social phenomena. According to Raelin (2010), the development of leaderful practice needs agency. This expansion of leaderful practice requires the mobilization of exchange agents, who can enhance the confirmation of a learning culture and participation. Change agency also requires the need to change, namely to personal, interpersonal, group and network levels.

After having looked at the two leadership approaches of the LAP and Leaderful practice, it is necessary to see what its implications for leadership development are. If leadership has to develop along these two lines, then it implies that leadership development will need an approach which is completely different from the traditional one that normally calls leaders in a classroom to learn about leadership competencies. It is not considered appropriate to teach

leadership in different places from where the actual leadership activity is being carried out. As stated by Raelin (2008) and, Salaman and Butler (1990), the students will definitely get to know the list of competencies but they may not be able to apply them in their workplace which has a different environment and set-up altogether. Sometimes students have to forget what they have been taught before so that they can learn new methods. Those who are practising are those people who have to gather together and decide whether their practice has to be modified or not and if in the affirmative, how is it going to be modified.

Raelin (2007) has explained that instead of shifting the leaders and managers away from their workplace, it is essential to carry forward leadership development into the team where the knowledge and the experience can be seen with the eyes. In such a situation he proposes methods such as action learning in which people concerned learn to stop and think profoundly on the real environmental conditions.

As proposed by Raelin (2011), leadership puts emphasis on agentic relationship, that creates outcomes which are pragmatic. He has also mentioned that agency can be a process which is inter-subjective and collaborative which can change and modify the social truth. Consequently Gronn (2002) and Drath et al (2008) have highlighted different methods to make a distinction between procedures connected to social output. Gronn (2002) has put emphasis on collaborative actions which are concertive and which create an influence, whereas for Drath et al (2008), processes create the functional output in terms of direction, alignment and commitment.

Leaderful practice approach cannot take place in a natural way, and teams do not stand and wait for members to group themselves unexpectedly in a leaderful manner. (Raelin 2004). Team leadership has to be developed and people within the team require confidence for the development of leaderful practice. In fact he called the process “to let go”. Raelin put emphasis on self-awareness as a first step in order to start the process of leaderful development with a person. Given that team leadership will provoke a modification in the outlook of people, in connection with issues of control and participation, it may require those people who take initiatives, and who are at ease in their own world. Change may have to begin with a reflection on people to be self-aware of their actions. Raelin has further mentioned that in order to become leaderful, one needs to begin with doing work on oneself, specially to learn to how to let go. Once a person has a sense of mastery on himself, then one can work on self-leadership

mastery. This is mainly about entailing strategies in behaviours such as self-set-goals, self-reward and self-criticism. It is necessary to understand and analyse one's behaviour before giving advice to others. Individuals have to give themselves rewards for having attained their goals of self-leadership and they also need to get feedback even criticism from others.

In addition to the above, Raelin (2004) has stated that once the above phase is over, then, one has to move from self-leadership to team leadership. The connection between self and team leadership is increased as members see that their teammates are willing to assume responsibility for their actions, including asking for feedback as far as contributions they make to the whole team. The power of collaboration is also seen by the team, thus acknowledging the general power in team work. Together, there is a force on what people can do together and collectively which they may not be able to do individually. In order to be successful, team leadership needs to follow certain principles, such as not to interfere once the team is set, to call on groups to fix their goals and Human Resource Management has to call a team to decide on human resource issues.

Raelin (2010) has stated that the process of leaderful development has to be carried out by internal and external agents who can promote a learning culture and participation within the entity. Change agents can act individually, interpersonally, through a team at various stages of experience within the organization and through networking. Friedrich et al (2009) have specified that the change agent has to be committed to learning and participative in his or her approach so as to enable the learner to understand his or her practices and his or her way of interacting and communicating with them and leadership may be considered to be shared mutually. Knowles (1980) has further added that such type of agency is directed towards the development of behaviour that enhances autonomy and freedom among learners. Armenakis et al (1993) and Friedrich et al (2009) have further proposed that the development of leaderful practice needs agency, essentially when individuals come together to carry a task. This process of leaderful development can be ensured by those change agents who can encourage the implementation of learning culture and participation within an organization. Change agents act at various levels in the organization such as at individual levels, at team level, at organizational level and through a network level. In spite of being willing and ready to assume leaderful properties, team members may not know how to perform the action leaderfully without getting information from those courageous enough to take necessary action. As stipulated by Coghlan and Brannick (2005) and Emibrayer and Mische (1998), agency can be considered as a means of influencing

in the manner that an individual may assist and support others to see their strength in actualizing their own agency. In this way leadership in the institution becomes like a system in which there is a collaboration of agents, and sharing in which one utilizes the agentic abilities of others to reach aims and objectives of the individuals. Agency can thus be considered as a collaborative process that can reproduce and change social realities. According to Porter O'Grady (1997) change agents can be considered to be the directors, managers, supervisors, consultants, facilitators, coaches, team members. It can also be about builders or coordinators. Stryker and Serpe (1982), suggested that they take their own decisions regarding their work activities, the order and intensity, their number of contacts or their commitment towards their duties.

As stated by Steyn (2010), Raelin's model of leaderful practice was used in a South African school to demonstrate leadership practice in a successful manner. According to the researchers, people may succeed in life because of their passion. The Head of School has pointed out that "It is not my school, it's our school, and 'development has to be an integral part of education'. As proposed by Steyn (2010), Raelin (2003) has considered leadership from a transformational point of view and stated that leaderful practice consists of four tenets namely; concurrency, collectiveness, collaboration and compassion. Raelin (2003 : 71) has also identified four specific issues concerning leaderful practice which are as follows:

1. People need to have resources in order to be accountable and empowered
2. A learning element is necessary to enable those concerned to take new responsibilities
3. There needs to be a commitment from all stakeholders involved
4. Selection is needed to select those who are ready to take the challenge in order to give the power and authority in the organisation

The findings of the above research showed that attributes such as strong leadership, shared leadership, relationship building, strong sense of purpose, a focus on continuous development were necessary for increasing the performance of the school. Together with the above, the Head showed a caring attitude, his availability and strong presence at every level of the school stood out as exemplary, his love for children and respect for people were the result of his success. The head had characteristics such as passion, integrity, love, humility, sensitivity, enthusiasm and persistence which were strongly tied with the four tenets of leaderful practice. Emphasis was also laid on inculcating both moral and spiritual values in the education of

learners. As highlighted by Raelin (2003 : 60), personal awareness of the abilities of a leader is necessary in developing a practice of community. Professional growth of the leader and the staff were also found to be necessary so as to empower people at school and for this to happen, one had to learn by searching, undertaking research work, carrying workshops, observing and attending courses, thus resulting in promotion of a learning culture. Another point which was considered necessary was to develop ownership. The head promoted teamwork and collaboration and gave people the opportunity to be themselves and to expand and also what they wished. Professional development was found to be necessary for learners and teachers, inculcating a positive attitude and continuous improvement were found to be an essential requirement for the success of the school.

As pointed out by Caldwell (2003), change agents play very important roles in the taking of initiatives, in the implementation and management of changes within institutions. The roles of change agents have been classified into four categories namely as the leadership role, the management role, the role of consultants and the role of team models. These four models reveal the importance of the complex roles that change agents carry out within an institutional change. At the same time they highlight the significance of viewing interventions of change within institutions as procedures that have to be managed in an effective manner. Bass (1990), Conger and Kanungo (1998), Devanna and Tichy (1986) and Kanter (1984) have stressed upon the fact that the role and importance of change agents in an institution have become an interesting subject since the last two decades. Change agents have been considered as charismatic heroes of transformational corporation that try to remove structures that are rigid and not flexible. As stated by Kotter (1996), these leaders were considered as change champions.

Beatty and Lee (1992), Kirton (1980) and Ulrioh (1997) have clearly spelt out that more organisations started to come up, there was a tendency for these to become flatter and more dynamic, and the traditional managers were expected to modify their behaviours so that they could cope with uncertainties, innovations and risk taking. In addition, there was an expansion of change agency though interventions of management to employees. Managers were expected to be committed and to “empower” staff to be more adaptable to changes and innovations (Walton, 1985). As stated by Miller (1997), the main concern for dispersed change agency were managed teams, quality circles and task groups which were taken to be the change agents. In this situation, consequently internal and external consultants in management

were considered as catalysts of change who could apply their knowledge and skills to produce results on time which were found within the budget.

As stipulated by Beckhard (1969) and Tichy (1974), in the new context, where there is an increase in various changes, the images that have been projected for change agents as team-centred are contradictory to the traditional research in organisational development that puts emphasis on the role of the change agent as an external facilitator of processes of evolutionary change that have been planned. Buchanan and Storey (1997) have highlighted the fact that the situation grew in a complex manner, with opposing models of agency of change, there were some trials to describe these models and the various types of role that change agents may play. As stated by Hartley, Bennington and Binns (1997), consequently there has been a tendency to consider change agency as one model and to find out the attributes or competencies of a generic type of change agent. As a result every new image of change agent as a leader, a manager, a consultant or a team became a reference of change agency. Managers have also been considered as change agents. The stress put upon change leadership slowly created a rise on the function of managers, specially the managers in middle management in order to bring changes from a traditional perspective manager who has a legal authority to channel the work related activities of staff into a single direction. As mentioned by Mintzberg (1975), this suits the traditional structure of management which proposes that the role of management is to plan, organise, direct, control and to review performance.

Management consultants have been considered as change agents according to Caldwell (2003). As stated by Fincham (2001), Ginsberg and Abrahamson (1991), O'Shea and Madigan (1997), the increase in management consultants has been consequent and they had a strong influence in putting an additional new layer in the complexity of change agency, in spite of the fact that that most researchers have not considered the pertinence of this issue. Consultant normally specialise in change management, and organisations tend to seek their advice before they consider implementing important changes. The origins of change agents being considered as organisational consultants came from the task carried out by Kurt Lewin (1890-1947) together with several traditions of organisational development research and practice. In this case, as highlighted by Beckhard (1969), the function of the change agent both internally and externally is to offer "technical specialist or consulting assistance in the running of a change effort. As per De Board (1978) and Feltham (1999) this type of assistance may take several forms such as the advisor role, the educator role, the counsellor role or the analyst role. As

stated by Tichy (1974, p 169) in this function, the consultant tries to act as a facilitator who is not biased and who is involved in open consultative discussions, in getting feedback and group ownership.

Change agents also act as change leaders. According to Kanter (1984) change leaders are those leaders who were entrepreneurial so as to produce flat and flexible institutions which have a sense of shared values and mission. As pointed out by Kanter (1999), Beer, Eisenstat and Spector (1990), Howell and Higgins (1990), IT process redesign, restructuring, a change of culture and market of change is complex and sometimes can fail specifically when institutions have to struggle for their survival. Consequently these failures have created a situation for external consultants to drive the project. As pointed out by Cummings and Worley (1997), Lewin (1947), Mayon-White (1993), Meadows (1980), Trist and Bamforth (1951) and West (1990), the emergence of change teams has also evolved during the decades and change agency has expanded rapidly as a team process, although very little research has been carried out in this field. Many reasons account for that change. They include change management interventions, team coordination at several levels, the complexity and risks of large-scale institutional changes, (Kotter, 1990), the over-emphasis on heroic leadership, the combination of both internal and external consulting teams and the benefits obtained from this combination has been taken into consideration to improve effectiveness (Lacey, 1995), and the dispersal of change agency to teams can modify behaviour while facing the resistance of employees (Cummings and Worley, 1997).

As a result, Caldwell (2001) has considered four models that most existing research has been carried out on change agency. These are the leadership models, management models, consultancy models and team models. Leadership models are those in which change agents are considered to be the head of the institution or the leaders at top management who have a vision, take initiatives and implement transformational changes. Management models are models where the change agents are viewed as middle managers within an institution who are functional specialists, and who bring forward the change strategically within the organisation. In the Consultancy models, the change agents are taken as consultants either external or internal who function strategically or operationally in the institution so as to give counsel and advice. In the Team models, the change agents are considered as team members that function strategically or operationally in the institution. Caldwell (2001) also points out that “there is no

universal model of change agency, or a single type of change agent with a fixed set of competencies”.

As proposed by Klonek, Willenbrock and Kauffeld (2014), the process of communication between change agents and staff has not been fully explored. They have tried to demonstrate in their research that a language change can convert the resistance of recipients towards a readiness for change if there is a continuous way of talking about changes and also by adapting an instrument which has been coded from Clinical Psychology, that is, Motivational Interviewing Skill Code, (MISC). The research undertaken by them has shown the behaviours of change agents which are autonomous and restrictive, may increase change resistance. They have also shown how the Motivational Interviewing Skill Code (MISC) is applicable for the study of ambivalence in change connected interactions. In a study of 28 dyadic from a sample of students, it was examined how the behaviours of change agents increase the resistance of those recipients in the flow of interaction by making use of the tool lag sequential analysis. The findings have clearly demonstrated that the behaviours of autonomy restrictive agents motivate talk in a sustainable manner. The sustained talk of recipients in turn motivates autonomy restrictive agent behaviour. Consequently, implications for conceptualising change resistance as a dynamic process which raises conversational construct and shows the practical implications for change agents. As pointed by Kelley et al (1983), (2003) and Kiesler (1996), change agents normally have an effect on each others' behaviour. Interpersonal theory and related findings revealed that the way behaviours have been revealed by one person have had an effect on the behaviour of the other. In the same manner research in the area of team interaction has revealed that team members control each others behaviour over time, (Kauffeld, Meyers (2009), Lehmann, Willenbrock et al (2013, 2011), Stachowski et al (2009). These findings propose that change agents and recipients can control each others behaviour during their discussions, which can encourage or discourage the change.

Recently as stated in an article by Battilana and Casciaro (2013), it was shown that employees tend to resist changes. However, in spite of some barriers, leaders managed to change their workplace. They are able to do such a thing which many cannot do because they make use of change agents. Many organizations today contemplate to restructure and move strategically with the help of change agents. An example to illustrate the above was highlighted namely, in UK's National Health Service which was set up in 1946. It was found that change agents made use of their personal networks and their relationships in order to succeed in bringing the

changes. The following reasons were put forward and they were called the “network secrets” for any leader trying to bring changes. Change agents who were important in the network of the organisation were more advantageous than any other one irrespective of their hierarchical position. People who made a bridge between different groups of people, who are not linked at all were more effective in the implementation of big reforms, as compared to those with cohesive networks, which have better to bring about small changes. It has clearly been found that one cannot work without a good network. It has been found how formal authority had significant power to influence people. In the past, previous research had revealed the difficulty that people at bottom level of the organisation had to face in order to bring changes in various functional groups and hierarchical levels. Many scholars and practitioners have also realized how significant informal influence was that could arise from organizational networking. Both formal and informal relationships were considered as important and both types of relationships exist among the employees in a large institution, and they influence how people get their tasks done. As far as change agents are concerned, the study illustrated that network centrality was critical to success whether a person was at middle or top management level. From the findings, it could be deduced that although hierarchy was important it was not the only factor that could influence changes. It was found that people at any hierarchical level who wished to influence others as change agents could do so if only they were central to the organizations informal network. Another aspect that was found to be very important over all this matter was the shape of the network. In a cohesive network, those who are connected, are linked to one another and this can benefit each and everyone in the group as social cohesion brings about trust and support.

Side by side with a learning culture, it is also important to mention that according to Schein (1985) organisational culture, which is described as a set of beliefs, values and assumptions within an organisation does have an influence on the behaviour of staff which guides their decision making process. As proposed by Siehl and Martin (1990) culture has a strong impact on the attitudes of workers which greatly affect the effectiveness of an organisation. As pointed out by Denison and Spreitzer (1991) in their research conducted in connection with culture and competing values framework there are different types of culture domain which have been emphasised such as group culture, development culture, rational culture, hierarchical culture, balanced culture and culture domains and effectiveness. It has been found that group cultures, enable cohesiveness, participation and support to people within the organisation, and, as a result, enable empowerment and facilitate mentoring and team work. Developmental culture is

one which changes and adapts in a growing organisation. In a rational culture, the achievement of goal is an important aspect. In the hierarchical culture, emphasis is laid upon hierarchy in the institution. In a balanced culture, culture domains are held strongly as proposed by Quinn (1988). Empirical evidence has shown that culture, together with the competing values framework has a strong influence on the effectiveness of the organisation (cf Denison, 1984, Cameron and Freeman, 1991, Quinn and Spreitzer, (1991).

Cameron and Freeman (1991) have found that in a research conducted in a group of universities, group cultures had a high score on educational satisfaction, student personnel development, faculty and administrator employment satisfaction, and organisational health. Quinn and Spreitzer (1991) have pointed out that Denison and Mishra (1995) have said that cultures which put emphasis on group values were also promoting flexibility, openness, responsiveness and high growth rate. (Denison and Mishra 1995). Schein (1985) has stated that organisational culture influences the behaviour of organisational members. This behavioural influence is mainly because people behave in a manner which is in line with their values and beliefs. As a result, the culture of an organisation should produce expectations that guide staff to act in a certain manner which is in line with their culture. The relationship between culture and behaviour is the theoretical basis for asserting that culture influences effectiveness. Likert (1961) has suggested that employee focused management practices that are consistent with the values promoted by the group will de facto enable staff to be inspired to be more committed and to put in more efforts in their work resulting in higher levels of organisational effectiveness. Likert (1961) has also mentioned that the behavioural expectancies brought by the group culture do have a positive influence on the effectiveness of the organisation. Siehl and Martin (1990) have also found that attitudes are linked with culture which may influence effectiveness of an organisation and it has a direct effect on morale, commitment, job satisfaction of people, which in turn have an influence on the effectiveness of the institution. As proposed by Cameron and Freeman (1991) and Quin and Spreitzer (1991), the theoretical relationship between the group culture of employees with their attitudes and satisfaction reside on the idea that institutions with group domain values such as cohesiveness, empowerment and participatory decision-making process will more or less produce a situation that promotes the satisfaction of employees. The work is supported by the outcome of various studies. Likert (1961) has suggested that staff who are satisfied are more productive than dissatisfied their counterparts. He has also suggested that staff are willing to work wholeheartedly to perform at their highest but it depends upon the employees who maintain a positive feeling and attitude

about their work. Furthermore, Likert (1961) has stated that collaboration is much more likely to happen when staff are experiencing positive attitudes and as pointed out by Ostroff (1992) they work in collaboration to increase effectiveness.

As stipulated by Yang and Hernandez in their articles, it can be said that learning culture is something which is found in the minds and hearts of staff and the dimension of a learning organisation, mainly of continuous learning, which assist team learning, empowerment, promoting dialogue and inquiry are essential but not the only criteria for promotion of a learning culture. Freed E J (1997) has pointed out in a report that leadership was necessary at a very early stage to produce a quality culture and it was vital in sustaining quality improvement efforts. Consequently, the principles and philosophy of quality modify the culture of higher education institutions. In a higher education organisation, the quality principles are in line with the values of higher education organisation, but the culture has necessarily to be modified in order to sustain the principles. In order to change the culture, staff members need to change their mindset and think how to proceed with the work. As pointed out by Currie et al (2009), the process of leadership development to enable leaderful conditions to prevail, shows a case which is very intriguing. A leaderful culture is not the norm which is accepted easily in the environmental condition of the organisation. There are various internal and external forces normative, economical and regulatory forces to name but a few which converge to put a dominant force and control. As pointed out by Bolden et al (2009) and Collinson and Collinson (2006), although chance is given to university staff to work directly, managers as per their instinct always await for permission from the highest hierarchy to assure responsibility and take initiatives.

Hackman and Wageman (2005) have spelt out that this type of agency encourages coaching behaviour in order to coach team members to act collectively and to make proper use of their resources so as to achieve the mission of the team. Carson et al (2007) have proposed that coaching together with a shared goal, social support and voice creates the prevailing conditions that direct towards shared leadership and finally to the effectiveness of the team.

In the 1970s and the 1980s, coaching has put emphasis on developing the employees as an important attempt to expand the responsibility of management for learning and development at work. They have also pointed out that a survey was carried out by CIPD (2009) and they found that 50% of the participants considered coaching as a very effective practice of developing a

learning culture in an institution. This can take place only by an effective process which motivates the direct managers to assume this responsibility formally and to increase their daily contribution as far as informal relations are concerned. Some processes are essential for changing the contribution of the manager from formal to a practical one. These may include the use of activities as a learning method, the establishment of learning goals, the accepting of risks in subordinate performance, the monitoring of learning achievement, the provision of feedback on performance, assuming an acting leadership and managerial role model, acting as a model of learning behaviour, the use of learning preferences, providing help and direct coaching. As specified by D'Abate et al (2003) the above mentioned processes give the direct managers a possibility of 'developmental interactions' (p.360). One of the reasons why a direct manager has to commit himself in developmental interactions with their reporters is by deciding to give assistance for others development, it is a significant action taken by him in the promotion and development of a learning culture.

As suggested by Megginson and Boydell (1979, p.5), coaching may be described as a process in which a manager or a leader assists a staff to find the solution to a problem or to do a piece of work better than otherwise would have been done by discussing directly with person or by a guided activity. This statement is interesting because it not only refers to a guided activity but it is also about solving a problem and it talks about staff by indicating that the head can work with peers together with direct reports. It also helps to differentiate coaching from counseling and therapy. Parsloe (1999) has mentioned that coaching is known as an important way to get results through rapid change and can be undertaken by different individuals including managers, peers and teams within the institutions as well as a growing number of executives.

Mink et al (1993, p.2) have stated that coaching is a 'process by which one individual, the coach, creates enabling relationships with others that make it easier for them to learn', so that it becomes connected powerfully with facilitating the learning process to take place. (Ellinger and Bostrom 1999). As highlighted by Berglas (2002), if coaching is properly carried out, it results into a strong and very effective method of developing managers or leaders. As pointed out by Garvey et al (2009), in spite of having difficulties in the process of coaching, it is believed that many institutions are trying to develop a culture that promotes coaching, thus producing a 'coaching organization'.

Pemberton (2006) has furthermore indicated that managers have to coach because it is expected by the staff that they should do so and also they have undertaken the work before and they are experienced on this matter. Stober (2008) has agreed with the view of Alvesson and Sveningsson (2007) that a change in an organization culture was a gradual process and something not easily done but coaching could be used as a device in any programme of change. Knights and Poppleton (2008) have found that there were three approaches to structured coaching.

- Centralised and structured
- Tailored middle ground
- Organic and emergent

In the centralized and structured approaches there were formal structures to ensure consistency with senior staff providing support. In the organic and emergent approach, coaching is allowed as a practice which changes based on contextual differences. The tailored middle ground approach is a mixture of two systems, which ensures consistency through direction and structure, but also allowing a reply to a specific context.

There are different models of coaching. Barner and Higgens (2007) have stated that the practice of coaching is basically on theoretical model and if this is not taken into account it can create a constraint on practice .He has proposed 4 models as follows:

- The clinical model ( assisting coaches to understand themselves)
- The behaviour model (assisting coaches to understand the effect of their behaviour on others by using feedback)
- The systems model (enabling the coaches to understand the system in which they work)
- The social constructionist model (assisting coaches to understand the use of language by themselves.)

Each of the models gives the coaches the possibility of understanding interactions with coaches, if they become clear in their understanding. Hall et al (1999) have identified another type of coaching namely the 'executive coaching which occurs when managers look for assistance from an external consultant, and the performance of a senior manager can be

empowered although others having reached the top. Peer and team coaching is another type of coaching as pointed out by Parker et al (2008). It is specific because of the mutual and reciprocal relationship between one individual and the other. The relationship is about partnership and equality which clears the differences in power, salary and status. They have proposed that peer coaching was a good structure for reflecting by producing a supportive and challenging environment. It implies that peer coaching has some links with action learning. Eaton and Brown (2002) have shown how peer groups have been used to carry a culture change at Vodaphone. As highlighted by Gold, Thorpe and Mumford (2010), the strongest point of learning relationship with staff is about the feedback that one provides to another. Managers do not have correct ideas about how they achieve what they do. Proper feedback, specifically if given in an appropriate manner rather than in a negative manner, is the first aspect of learning and to do things better. Staff may decide to become partners in the learning process, so as to form a relationship and to assist each other. Another type of coaching is called team coaching as proposed by Clutterbuck (2009) and supported by Wageman et al (2004). He has mentioned that team coaching is one of the major roles that a leader has to play. He has further mentioned that the team coach has the assignment of working with the team and has sufficient knowledge to do so. As he works with the team, coaching takes place in a gradual manner within the process and it responds to the issues as soon as they arise. He has also emphasized the role of an external coach who perceives things differently and considers different options.

As suggested by Bresser (2010) and Lebihan (2011), practice of coaching has grown to a large extent in industries and academic institutions. Surveys of CIPD (2009) with some managers, who are taking responsibility, for undertaking it in their organisations, have pointed out that coaching in the UK occurs within the institutions. As stated by Longenecker and Neubert (2005), Anderson et al (2009), Hagen (2010), Kinicki et al (2011), coaching is connected with behaviours of management in an effective manner and it provides ways for managers to apply the theories of leadership. Specific coaching behaviours has been identified by various researchers. Sparks and Gentry (2008) have mentioned that others should be involved by making use of listening skills and communication so as to set clear performance expectations and self-awareness.

Larsson and Vinberg (2010) have suggested that staff have frequent discussions with leaders or coaches where goals of the institutions are discussed, where the leaders provide either a positive or a negative feedback and then they reflect upon their own leadership practices. As

highlighted by McCarthy and Milner (2012), coaching skills form an important aspect of the toolkit of managers. If coaching is done frequently through conversations, this may have an effect on the development of trust, awareness, responsibility, learning, commitment and performance of staff. Managers require training in coaching skills in order to address all these issues and challenges. For them, there should be a continuous support in the form of mentoring, peer coaching, supervising which will encourage an approach of coaching and this will lead towards developing a culture in coaching so as to produce the required result. The effect of the organisational culture on the success of implementing managerial coaching is quite great where there is a culture in supporting coaching; it greatly facilitates the change from skills training to day-to-day application of these skills by managers.

Team members who are coached by managers are called coaching managers and those who are being coached are called the coachees. According to Hunt and Weintraub (2002), effective coaching is more than simply giving feedback to a person having a problem in his performance. He further mentions that the coaching manager may promote reflection and learning, motivate and inspire staff to take ownership, to be more committed and to expand in the institution they work. Formal or informal coaching courses may be carried out by the manager on a daily basis as pointed out by Hunt and Weintraub (2002), Ellinger et al (2010) and Wheeler (2011). Clutterbuck (2009), have mentioned that such coaching is very frequent and many institutions which have been surveyed have stated that line managers could be effective coaches. Clutterbuck (2008) has proposed that there was an increased tendency to train managers with coaching and mentoring skills so that they may develop and become competent to assist coaching managers. Bresser (2010) has considered coaching skills to be part of leadership style of the manager which is a natural way of applying a style of leadership which is empowering. He argues that line managers should not be as the formal coaches, contrary to this view, Baker-Finch (2011) has stated that a small number of managers who have been surveyed have expressed themselves to be comfortable for carrying formal coaching lessons with the employees, subject to the preparation that they have to carry out beforehand. However, they were not fully confident to carry the coaching sessions on a daily basis through discussions with their staff.

Raelin (2004) has mentioned another new kind of learning called work based learning. According to him, work based learning puts emphasis on the work and action of leaders, while practice based learning on the contrary puts emphasis on a particular action or practice. Raelin

(1997) has stated that work based learning enables theory to combine into action. He has also put emphasis on action learning which, according to him is a good process to enable leaderful practice to take place within the entity. Boud and Salamon (2001) have proposed that work based learning consists of elements such as learner, specific administered curriculum recognizing people's learning, joint collaboration between the learner and the sponsored institution, an emphasis on the work based project, and academic organisation. The common characteristic of work based learning includes project with assignment.

Revans (1982), has tried to mix work and learning together. In the same line, Pedler (1996) has defined Action Learning as a technique for the solving of problems and learning in groups so as to change people, teams and institutions. It works to construct relations which assist any institution to improve its current systems and operations so as to learn and to bring future innovation. This has either a positive or a negative effect on others but also needs their collaboration. One way of making them collaborate, is through Action Learning and this approach is linked to learning, management and development. Action Learning was invented by Reg Revans in 1982 and, according to him, perception cannot be explored in words alone, because it is closely linked with practice. As a result, questions are asked and actions are suggested in the work environment. Consequently, both leaders and managers learn how to solve problems together, and finally there is a consequent improvement in the competencies of leaders. According to McLaughlin and Thorpe (1993), Action Learning can be perceived as a philosophy and a series of beliefs which show a different set up of the world through which managers must assume their responsibility for self-development. For them, action learning is different from traditional learning, as in action learning the curriculum is defined by the leader of the organization unlike traditional learning where there is some notion of management practice set up through research that describes curriculum. In action learning there is a facilitator and all the members learn to solve problems. Self development is significant and the world is a place for one to act and to change. Management development is made by the leader and the experts consider with caution. The leader assumes the responsibility for self development in deciding what and how to learn and when to stop. Models, concepts and ideas are developed by responding to problems and learning is social and oriented practically.

Action learning has been used by groups to deal with a specific work, designed by others but described and led by the team. Action learning is about managers who have to face serious and difficult challenges where there is hardly a solution and the head does not know what action he

has to take. In such a situation, the role of action learning and its components become significant. As found by Pedler (2008), an individual who has a problem which is shown to a group of other individuals as a challenge, supported through queries, leads to implementation of actions on the problem in a work set-up. An important assumption is that significant problems can be overcome by working in a team or 'set' as 'comrades in adversity' (Revans 1982, p.636) who decide to meet for several hours in meetings over a period of time. They then reach a consensus to help each other by putting forward some questions, discuss about these questions, comment critically, and reflecting further in order to plan ahead. The managers then work on real assignments and projects and in this manner ensure that action and learning are both occurring in a work context by participating in a group, thus enabling them to reflect and understand the system of operation of the organization. This process is quite risky and for Revans it is important that leaders understand the changes within themselves. Leaders who are unable to implement changes in themselves cannot modify the environment in which they lead others positively.

## **2.5 Summary of Literature Review**

The literature review introduces the research question by looking at the competency approach to leadership development. It then highlights its weaknesses as pointed out by Bolden and Gosling (2006) and many other researchers as stated in the review. Many of these researchers have pointed out that competency approach is based on invalid assumptions and on previous performance instead of focusing on future needs. It breaks the management and leadership role rather than considering it as a whole entity. It is limited in a sense and has a mechanical approach towards education that provides results. The competency approach is considered to be ambiguous and is more a constraint to leadership development rather than its facilitator. It does not have empirical validity and its assumptions do not reflect the truth. This approach shows that people tend to act in isolation and achieve performance by adopting certain behaviours and roles which other leaders have put into practice.

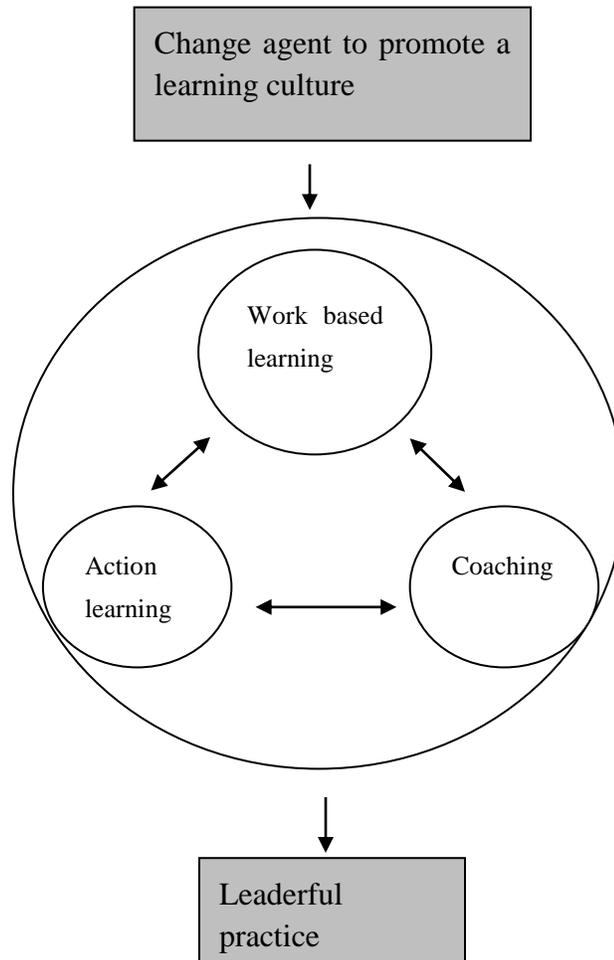
It then focuses on two new approaches of leadership namely leadership-as-practice and leaderful practice. Then the literature review looks at the competency approach, leadership in general and the practice perspective of leadership as mentioned by Carroll et al (2008), and other researchers. Its analysis is done at collective level through discourse, narratives and rhetoric. It puts emphasis on day-to-day experience and integrates embodiment and emotion.

Then the literature review considers the implications of Leadership as Practice (LAP) and leaderful practice have on leadership development as pointed out by Raelin (2011) and others. It was found that LAP considers leadership as a practice in all its spheres of action instead of looking it through traits or behaviours of particular individuals. Leaderful practice was also highlighted and found to be different from LAP as it focused more on democratic ideas that required all the individuals of the community acting interdependently for its development. As highlighted by Raelin (2003), leaderful practice provides for LAP studies four different proposals called, the four “Cs” namely collectiveness, concurrency, collaboration and compassion. The meanings of these proposals were also seen.

Finally at the end of the review, the ways and means through which a learning culture could be promoted at the workplace was seen. The importance of change agents was highlighted. The significance of coaching and action learning was also pointed out. It can be concluded by saying that some of the methods of learning as identified in the literature review include coaching, action learning, work based learning and the promotion of a learning culture through change agents. It can also be deduced that the above methods are in one way or the other connected to LAP and leaderful practice. They all have common elements and can be used in leadership development of team members within a tertiary education set up. After having looked at the literature review, it is now essential to develop a conceptual model so as to reflect the ideas of the literature review and also to give an indication of how to develop leaderful practice at the MGI?

## Conceptual Model

The following conceptual model has been developed based on the Literature Review



**Figure 2.1**

The model simply gives an indication of the development of leaderful practice at MGI, which requires the mobilization of change agents who promote a learning culture and participation through work based learning, action learning and coaching.

## **Change Agent**

It has been found that internal and external agencies also known as change agents are required in the process of development of leaderful practice so that a learning culture and a participative approach can be created and promoted within the organisation. Change agents require communication skills so as to enable them to communicate and interact with team members of the institution. They should adopt a behaviour that encourages autonomy and freedom among learners.

In order to develop leaderful practice, change agents require the following elements combined together:

- Work based Learning
- Action Learning
- Coaching

It is to be noted that each element impacts upon the other and is therefore linked to each other. The combined effect of the three elements can thus enable the development of leaderful practice at the MGI. Change agents are connected to coaching in the sense that they require a coaching behaviour so as to coach team members to act collectively and to make use of their resources so as to achieve the mission of the team. Since they have a shared goal, they need social support and a common voice to reach shared leadership and ultimately to effectiveness of the team. They are also related to action learning. From the review, it has been found that group learning and action learning are good processes to enable the development of leaderful practice within an organization.

## **Work based Learning**

Work based learning combines theory into action as stated by Raelin (1997) and lays emphasis on work and action of leader, while practice based learning lays emphasis on a specific action or practice (Raelin 2004). It also enables theory to combine into action (Raelin 1997). Work based learning consists of elements such as learner, specific administered curriculum which recognizes the learning of people along with joint collaboration between the learner and the

sponsored institution, an emphasis on the work based project and the academic organisation (Boud and Salamon 2001).

### **Action Learning**

It has been found from the literature review that one of the effective methods of leaderful practice development is through action learning process. It has been found that Action Learning is a technique for solving of problem and to learn in groups so as to change people, teams and institutions. It works to construct relations which assist any institution to improve its current systems and operations so as to learn and to bring future innovation. As stated before, Action Learning is linked to both coaching and change agents who promote a learning culture within the organization. In fact, one of the benefits of action learning is to promote a learning culture within the entity. At the same time it also encourages the coaching behaviour as mentioned before so as to guide, train and assist team members to learn and to improve their ways of doing things.

### **Coaching**

As mentioned earlier, coaching has been found to be a process in which a manager or a leader assists a staff to find a solution of a problem or to do a piece of work better than otherwise would have been the case by discussing directly with the person or by a guided activity. It is also about solving a problem and it mentions staff by indicating that the head can work with peers together with direct reports. Coaching has been found to be an important method to get results through rapid changes and can be undertaken by different individuals including managers, peers and teams within the institutions as well as a growing number of executives. These individuals are referred as the change agents. Coaching can also develop a culture that promotes learning and hence produces a coaching organization. Thus, by playing the role of coaching in the organization, change agents enable the development of leaderful practice to take place through the process of LAP.

### **Leaderful Practice**

The conceptual model in fact looks at the practice perspective of leadership. The questions that arise are how this development of leaderful practice takes place and what factors affect its

development taking into account LAP as a process. The development of leaderful practice is seen as an emergent outcome in the above model. This is a new way of looking at leadership and its assessment which are different from the traditional one. It has been found that practice is a collecting force among people who choose their regulations to achieve their ends. It has been found that LAP has been considered to be as leadership-as-practice in all its spheres of activity instead of considering it through trades or behaviours of particular individuals. Leaderful practice is different from LAP as it is related to democratic ideologies where the group works joyfully as a team in a single unit and is focused on the co-creation of community by all the individuals who are acting interdependently for its development. In this study, leaderful practice refers to collectiveness, concurrency, collaboration and compassion. In the literature review it has been found that leaderful practice development takes place through change agents who promote a learning culture and participation, through action learning, coaching and work based learning.

The model provides direction to the following questions :

- How to develop leaderful practice at MGI?
- What are the factors that affect the development of leaderful practice at MGI?

## **Summary**

After looking at the above conceptual model, it will now be significant to see how to develop leaderful practice at MGI and the factors that affect the development of leaderful practice by taking into consideration the role of change agents who promote a learning culture through the three processes of action learning, coaching and work based learning.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 Introduction

The chapter presents the methodological considerations that were used in the research study. To explore the research study, a collaborative action research (CAR) method was used. As highlighted by Kemmis and McTaggart (1992), action research is a method which aims at improving education by modifying it and then learning takes place consequently from the modifications made. They had also pointed out that it was a means by which people worked in groups to improve their practices by collaborating and by fully being involved in implementing actions. The two questions that were set were based on the literature review and the conceptual model which was drawn in the previous chapter. The questions were as follows:

- 1) How to develop leaderful practice at MGI?
- 2) What are the factors that affect the development of leaderful practice at the MGI?

In order to find the answers to these questions, the action research method was used to investigate and to explore how to develop leaderful practice as specified by Raelin (2010) at the MGI and also to find out the factors that affected its development. In order to enable the development of leaderful practice, it was instrumental to have change agents who had to be mobilized together in order to promote a learning culture at the Mahatma Gandhi Institute through the different processes of action learning, coaching and work based learning so as ultimately to develop leaderful practice at the Mahatma Gandhi Institute. In this study, four collaborators were identified to act as the change agents in the organization. From the literature review, it was found that action learning, coaching and work based learning were closely linked. The combined effect of these three elements had enabled the development of leaderful practice at the Mahatma Gandhi Institute. To be able to do so, the change agents who were also connected to the three elements showed a coaching behaviour so as to coach team members to act collectively, in order to achieve the final goals. The change agents were also connected to action learning in the sense that they had interacted in groups, resulting in action learning which took place in a work based environment. In the current study, I strongly believed that these two questions could definitely be answered through the CAR as pointed out Kemmis and

McTaggart (1992), given the fact that I had been working with a group of people, more specifically my collaborators in my organization with the purpose of improving our practices.

In order to answer these two questions, I was convinced that an action research would certainly suit my purpose. Consequently I wanted to implement an action research project which would develop leaderful practice at the MGI. I believed this could be achieved through the processes of action learning, coaching and work-based learning and, at the same time, it would promote a learning culture at the MGI. This process imperatively required the mobilization of change agents who played a significant role to enable the changes to take place. Thus in order to enable me attain my objectives, my research philosophy was ontologically subjectivist and my epistemology interpretivist in line with the views of Cunliffe (2010). This chapter also considered the different methods of data collection, how data were analysed and how the validity and reliability of action research could be ensured. Ethical issues were also taken into consideration.

Basically, the CAR started with a first research cycle, which comprised five stages, namely, the planning phase, the action phase, the observation phase, the analysis phase and finally the reflection phase. All the collaborators, including myself as researcher formed part of the action research process. Once the planning phase was over, the action phase followed whereby all the actions that had been planned were implemented accordingly. Once the actions had been implemented, there was an observation phase where the collaborators were observed. It was followed by the analysis phase. After the analysis phase there was the reflection phase which was very important as it gave the direction in which the next cycle would follow. Once this phase was over, the questions or the objectives set were reviewed and the new objectives or questions set formed the basis for the second research cycle. The same process was repeated for the second cycle. Once the second cycle was carried out, the questions set in the reflection phase formed the basis of the third cycle and the same process was carried out for the third research cycle.

### **3.2 Research Philosophy**

Research philosophy is about the way a researcher thinks about the development of knowledge, the way that the development of knowledge is thought about and the way it impacts upon the

research that is undertaken. There are different approaches to research philosophy. These include the following:

- Ontological consideration
- Epistemological consideration

According to Burrell and Morgan (1979) ontological assumptions are about the basis of social phenomena under investigation. They seek to find out whether social reality is external to people, thus pressurizing itself upon their consciousness from outside or is it the product of consciousness of people? They ask the question whether reality is objective or is it a product of a person's consciousness, in other words, is it subjective? Does it exist in the world? Or is it produced by the mind of the individual? These questions arise when there is a debate on realism. Realism is a situation where objects exist independently and do not depend on the knower. Ontological consideration is about the basis of realities which are produced either externally to the people or the realities produced by the consciousness of people (Cohen 2000). In the action research which I conducted, I tried to find the answers to the two questions that were set from the literature review by interpreting data ontologically in a subjective manner in the way it was perceived and also by making a meaning out of it. The interactions of the collaborators were noted. Their behaviours, their facial expressions and their body language were observed, and analysed. The language and the words used, the actions they took and the way they interacted in the focus group discussions were analysed. The understanding of the collaborators, their impressions, their feelings and their feedback were projected on the whole issue taking into consideration all the information that had been gathered from them during the conversations held with them.

In a subjectivist approach, reality is seen as a projection of the imagination of an individual (Morgan and Smircich, 1980, Marcon and Gopal, 2008). As stated by Samra-Fredericks and Bergiela and Chiappini (2008), this method of studying the life of an organisation looks at how individuals perceive and interpret reality, make sense of it, and manage the roles, the expectations and the impressions by interacting socially. Marcon and Gopal (2008) further state that in this situation, researchers study in a natural way, where practices are taking place, where the events are taking place during the meetings by observing, listening and audio recordings, interviews, and analyzing their conversations. In the subjectivist approach, the focus depends on the interest of the collaborators and their position including myself as

researcher. They are related to idealism. The methods of understanding are linked to interpreting subjective meanings, which people put in their acts. According to Burrell and Morgan (1979), the social world is viewed as being softer, private and created by humans, who choose from a variety of techniques such as accounts, observation by collaborators and personal constructs. Individuals make use of several meanings to make sense of the world and behaviour within it. All the elements mentioned above are related to ontological subjectivism which will definitely help me in answering the two questions identified from the literature review and the conceptual model because of the process that I intend to set up.

Burrell and Morgan (1979) suggest that an epistemological assumption is one which is directly related to the source of knowledge, its nature and its shapes, how it can be obtained and how it can be transmitted to other people. It determines opposite situations on the issues as to whether knowledge is considered as something which can, on one hand, be obtained or it is something which one has to experience individually. The question that Burrell and Morgan (1979) have asked themselves is, whether the identification and communication of knowledge naturally is hard, true and possible to be transferred tangibly or whether it is both subjective, spiritual and related to experience and insight personally.

My epistemology used will be an interpretivist approach. The nature of reality is symbolic and linguistic in an interpretivist approach and there are actors, interpreters, sense makers who choose linguistic resources to manage impressions (Cunliffe 2010). Interpretivism is the understanding of social life and the discovery of the way individuals describe meanings naturally (Neumann 2003). Unlike a positivist approach which puts emphasis on a particular part of the phenomenon, the interpretive approach focuses on the phenomenon as a whole so as to understand it comprehensively. It also tries to empower people to face the challenges in the social life which I seek to understand will occur in the processes of action learning, coaching and work-based learning. The aim of the critical research is to modify the world and the researchers carry research to criticize and to change realities socially. It is also value based. This approach has several realities, not a single one (Saunders et al 2007). The realities are not the same at different places and timing. The role of the interpretivist is seen as to understand the truth of the participants under study subjectively so as to understand their mission, objectives and actions in a manner which is meaningful for those researchers. Interpretivism is related to qualitative research.

The interpretivist paradigm has its main characteristics of showing concern to people (Douglas 1973). In this paradigm, one has to understand the world and people's experience subjectively so as to keep the integrity of the phenomena under study, attempts are made to understand a person from inside. In the interpretive paradigm, focus is put on action. In fact, behaviour is intentional and oriented towards the future. It shows concern for individuals and the acts are meaningful as far as they ascertain the actor's intentions to show their experiences to others. As spelt out by Fisher et al (2007), interpretivism is that epistemology where the interpretation of truth is influenced by the values of people and the way they perceive the world. They are also linked to the interpretation of other people's views. Interpretive researchers are people who understand their own interpretations of their environment (Glaser and Strauss 1967). Theory is thus emergent and comes out from a specific situation. Interpretivist approach is an epistemological position which is defined by the interpretivist which means that contrary to the use of natural scientific means in quantitative research, the emphasis is on the understanding of the world socially by examining the outcome recurred by participants through interpretation (Glesne, and Peshkin, 1992). In the action research which I have conducted, I gave my concern to my collaborators and to understand them from within (Douglas 1973). I considered not only the values of people with whom I had been interacting but also the way they perceived the world given that their interpretation of truth was based by their own values and perception (Fisher et al 2007). In this respect, I was in a position to find the answers to the two questions set from the literature review using an epistemological interpretivism approach.

Working with an interpretivist epistemology, I would explore the way language was used in a creative manner so as to form social realities in my daily activity and daily interactions with the other collaborators in the action research study. In this respect, I considered the various interpretations and reflections, of the collaborators including myself as researcher through conversations, discussions, narration of stories, description of feelings, reactions, similarities and differences because all meanings were be negotiated. Cunliffe (2010) has further specified that in order to be able to do so, the methods that they use normally include ethnography (observing, participating, listening and asking questions), autobiography, unstructured, interviews, narrative, analysis of talk, media and tests and recording conversations and so on.

The theory I had used was based on interpretivist epistemology. I have been able to explore the various interpretations and reflections of my collaborators and the focus was on the people and on their language during their conversations. Consideration was given to the perspectives of

the participants, including stories which integrated feelings of the participants and their reactions. The similarities and differences were also noted instead of the variables or mechanisms and the meanings referred to a context, and could be negotiated and be evocative.

The relationships are contextualized between the individuals and their environment (Cunliffe 2010). They are engaged in social world reflexively and they are influenced by practices and interpretive procedures. The social realities are contextual and constructed, perceived, interpreted and put into action in similar ways. The interpretivist epistemology is linked to the nature of teaching which is symbolical and linguistic and it had to be interpreted correctly.

Concerning the method of data collection, I made use of recordings of the focus group discussions and conversations that took place on a regular basis. Information was recorded both verbatim in a tape recorder and by taking hand written notes in the form of minutes of proceedings during the group discussions. Data was also collected by observations, in an observation grid as proposed by my collaborators, and by conducting informal interviews with the staff of different schools and departments.

### **3.3 Analysing qualitative data**

In order to analyse the data collected, I have made use of thematic data analysis as proposed by Braun and Clarke (2006). With this technique, I was able to identify, analyse and report patterns within data. I used this method because it was very much in line with the interpretivist approach as data had to be interpreted in the way it was discussed and perceived. This method was also found to be easy and practical to understand and to implement in this context and it enabled me to identify themes and patterns within the data set. Thematic analysis method was a flexible method of analyzing data as it provided for a wide range of analytic options (Braun and Clarke 2006). In other words, this meant that the potential range of issues that could be said about the data collected was quite broad.

The first step I took was to transcribe all the data that have been collected with the help of a moderator. I ensured that direct quotes were written exactly in the same way as spoken. The second step was to get to know the data in detail so as to enable me to understand the content of data to ensure a good analysis. As a result, I had to read the data several times in order to ensure that I have understood them clearly. I not only took note of my impressions and feelings

while going through the text but I took into account the quality of the data before proceeding further. Time and effort were invested in the process and limitations were also noted. The third step taken was to focus the analysis by topic or questions. In this way it was possible for me to find out how all the individuals within the focus group reacted and responded to the questions or topics discussed. In the fourth step I categorized all the information by coding them into different themes or conceptual codes taking into account the different ideas, concepts, interactions, words and terminology used by my collaborators in the focus group discussions. They were then organized, summarized so as to make them become meaningful. In the fifth step I identified patterns and themes which I found significant while sorting the data so as to establish relationships between themes and also to identify their relative importance. In the last step, I brought all the data together so as to enable me to interpret them, and to tap a meaning out of them.

### **3.4 Reasons for Choosing Action Research**

I have made use of action research as the research strategy, mainly because in an education set up, in order to improve practices, action research was considered to be an effective approach which could be used as a strategy for research (Kemmis and McTaggart, 1988) which could bring a change within the individuals and their culture (Kemmis and McTaggart, 1988). Action research puts emphasis on practical problems that professionals encounter at their place of work on a day to day basis (Elliot, 1991). It aims at improving the institution practically by innovating, by changing or by developing social practices (Zuber-Skerritt, 1996). Action research is the only methodology that enables a researcher to improve himself or herself by taking action and by learning from the experience (Fisher et al 2007). Action research therefore, puts emphasis on action and experimentation with the objective of developing personal values.

Educationists share their views with the interpretivists. The fact that action research is mainly about the use of data from different perspectives, and working closely with reflection and action, at the same time incorporating the reflection aspects along with developing the values, and researcher's competency, I strongly felt that this research strategy would suit my requirement because it would help to develop not only my leadership skills but that of my colleagues also. According to Fisher et al (2007), a leader can develop his leadership practice through action research, so that he/she may change his style of leadership by using the precepts of a specific

theory and by using the comments from the staff concerned in order to adopt and develop further the leadership values and behaviours. Action research is linked to the development of interpretive research.

The current study is based on action research which is about planning, implementing, observing, reflecting and then there is planning again, further implementation, observation and reflection. It operates in a cyclic way. It is collaborative in nature; therefore it promotes dialogue, communication interactions and discussion to take a place in a friendly manner within a group of individuals in the institution. It has a wide repertoire of methods to collect data and several techniques and procedures may be used to carry the actual research. It is a systematic learning process whereby people act purposefully though stay open-minded to surprises and respond to opportunities (Kemmis and McTaggart, 1992).

Watts (1985) has mentioned that action research is a process by which the participants examine their own practice on education in a systematic and careful manner using research techniques. He has furthermore highlighted that the teaching cadre and the heads of schools work mostly on problems they have themselves identified. Both the heads and the teaching cadre become more effective when they are motivated to make an assessment of their own duties and to look at different ways of working. They both support each other by working in a collaborative manner and finally when they work with colleagues, they are developing themselves professionally. The practice of action research is apparent as it has been considered as a tool for a professional development and it brings greater focus on the teacher than before (Noffke and Stevenson 1995).

As pointed out by Borg (1965, p 313), "Action research puts emphasis on the involvement of teachers in problems in their own classrooms and has as its primary goal, the in-service training and development of the leader rather than the acquisition of general knowledge in the field of education". Action research basically puts emphasis on school issues, problems or on areas which are collectively given an interest (Ferrance 2000). It can help the teaching cadre to choose subjects which have been proposed in academic circles and bring them in their own classrooms. It is also interesting to note that if teachers transform the knowledge into something more meaningful, it is also a way of professional development for the teaching cadre. This gives them the opportunity to grow and to become more confident in their task. Projects related to action research, have an influence on thinking skills, sense of efficacy, willingness to

share and communicate, and right attitudes towards the process of change. In this manner, teachers learn about themselves, their students, their colleagues and can decide upon different methods so as to improve continuously. There are also collegial interactions. It gives them time to talk with their colleagues about issues related to teaching and thus they get the chance to share their knowledge, skills and strategies. In this manner, action research forms part of the school culture and there is an increase in sharing and collaboration across departments, sections, disciplines and schools. Action research has a potential impact on school change. The more the teachers undertake action research, the more they look at questions that address pertinent issues at school and this affects the teachers with this process, new trends of collegiality, communication and sharing are created. There is also more contribution to the body of knowledge resulting in teaching and learning. Through action research it is also possible to reflect on one's practice. It serves as a means to look at one's own teaching in a structured way. There is also a considerable improvement in communication. The team work within the school allows the individuals to meet together for a shared goal. Those involved in action research become more flexible in their thinking process and more open to new ideas (Pine, 1981). There are positive changes observed in collegiality aspects, way of communicating and also in rethinking.

In a co generative inquiry, trained professional researchers and local stakeholders who are knowledgeable work together to describe the problems to be identified, to gather and to plan knowledge and data, to assess the consequent information and to change interactions. As far as local knowledge or professional knowledge is concerned action research is constructed on interacting between both local and professional knowledge. Action research does not claim to be context free knowledge. Credibility, validity and reliability are given a measure by the acceptance of local stakeholders to implement action on the outcome of the action research. Regarding context-centred knowledge, it focuses on solving real and true problems and so the processes of inquiry centrally are connected to solving practical problems in certain areas. The action research inquiry process is therefore connected to action. The view of action research on generalisation indicates that any single case that goes counter to a generalisation invalidates it (Lewin 1948) and it needs generalisation to be formulated again. Action research integrates theory and praxis and that it tries to solve certain problems in a given context by inquiring democratically where there is collaboration between researchers and local stakeholders to find solutions to existing problems (Denzin & Lincoln 2000). It is built on the collaboration of professional researchers and stakeholders and is called co generative inquiry. Action research

can be defined as inquiry in which participants create knowledge by communicating in a collaborative manner in which the contributions of everybody are taken into account. The meanings that are constructed in the process of inquiry leads to social action. Action research considers the different experiences and abilities in the group as a choice for enriching the action research process. It creates valid results and finally it is context centred, that is, it is true to solve real life problems which fall within the context.

### **3.5 Research Methods**

As pointed out by Kemmis and McTaggart (1988), data can be collected in various ways while using an action research study. The above research makes use of the following methods to obtain and collect data.

- Focus Group Discussions and Conversations
- Informal Interviews
- Observations

#### **Focus Group discussions and conversations**

The focus group method is defined as a form of group interview in which there are many participants. There is an emphasis in the questioning on a particularly fairly highly defined topic, and the accent is upon interaction within the group and the joint construction of meaning. (Bryman and Bell 2007). The main objectives of the focus group discussions method were to get as much information as possible from the five different heads of schools on how to develop leaderful practice at the MGI and also to identify the factors that affect its development. The idea was to get the information from them collectively and thus they were able to discuss, interact, communicate and converse in a very relaxed and informal manner, this allowed me together with them to make sense of a phenomenon and to construct meanings around (Wilkinson 1998).

At the beginning of each action research cycle, information had to be gathered, discussed, studied and analysed so as to pursue the study further. In the above study, focus group discussions formed part of the action research strategy and were held on a regular basis. The use of focus group has increased considerably in educational research (Morgan 1988). Focus

groups discussions are a type of group interview, which takes place within a group of people, who discuss a topic given by the researcher. There is an interaction between the individuals so that their views can emerge. As Morgan argues, the main advantages of using focus group are that they are very focused on a specific issue and they produce an outcome that would not have been available otherwise. They are economical in the sense that they produce a large amount of information within a small period of time. He suggests that focus groups are advantageous mainly because there is an orientation to a specific field of study, the development of themes, topics, and interview schedules, the generation and evaluation of information from various sub-groups of a population and the collection of feedback from previous studies. He has further mentioned that focus groups are useful to be implemented in triangulation with traditional forms of interview, questionnaires and observation.

### **Informal Interviews**

Informal interview methods were also used in order to collect data in the schools and departments. According to Denscombe (2003), the main advantages of this method were that they enable one to get in depth and detailed information about the questions raised. There was also flexibility which allowed for changes to take place and could develop lines of enquiry further. Issac and Michael (1997) have stated that the face-to-face interview was a specific tool that was flexible and get verbal inflexion, gestures and other body language. One could also get additional information on the answers provided by observing the body language of respondents.

The research interview has been defined as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on content specified by research objectives of systematic description, prediction or explanation (Cannell and Khan 1968). Interview can also be defined as the collection of data by interacting directly with people. (Cohen 2000).

The main objective of the interview was to get the existing information in an informal manner in line with objectives set from minds of respondents, so as to assess whether leaderful practice was in fact taking place at the MGI, whether there was a change in the views of respondents and whether staff were collaborating, fully in the project, what were the difficulties they were

facing, and whether their attitudes were positive, how they were interacting, while being involved in the project.

## **Observations**

Observation methods are defined as strong devices for getting an insight of a certain situation. Together with other data collection methods, they are concerned with issues of validity and reliability. There are different types of observation and the selection of these observation techniques depends solely on the “fitness for purpose”. Observation normally puts the observer into a moral domain, that it is not adequate simply to define observation as a non-intrusive, non interventionist model and to assume responsibility for all those who are involved as participants. (Cohen 2000)

The main objectives of the observational methods are to get a holistic picture of all the happenings during the focus group discussions with my collaborators starting from the planning phase until the analysis phase. The second main objective is to observe the behaviour, attitudes, body language, facial expressions, the tone and the language used by all the collaborators so as to be able to make an analysis at a later stage. I need to interact with them and I also have to allow them to interact among themselves.

In the first cycle, the observation is made in an unstructured manner. However, in the second and third cycles, the observations are made more systematically in a structured manner and after discussion with the collaborators a checklist will be prepared in order to collect relevant information.

In the action research strategy, observation is a method of obtaining data. In an observation research, the researcher is given the chance to see what is happening in a real situation (Patton 1990). This technique is also one of the phases in action research. From Morrison’s (1993) point of view, observational research enables the researcher to get information on the physical environment of the institution, the human behaviour environment, the formal and informal interactions that take place in the system and the way the program is set. Observational data enable one to understand the condition that is being defined (Patton 1990). As a matter of principle, I have also made use of the observation technique as a method of gathering data in this research study.

### **3.6 Reliability**

Reliability means the consistency or stability of a measure (Kellinher 2005). Denzin (1970) has stated that the use of several independent methods which provide similar conclusions have more reliability than the use of a single methodological approach to a problem. When the methodologies are combined in a study of the same phenomenon, it is known as triangulation. In order to ensure reliability in this research, I applied the principles of Kellinnher (2005), and Denzin (1970) and there was a combination of methodologies which led to triangulation. The three different methods which were used included observation, focus group discussions and informal interviews. Reliability in my study was also ensured by applying the principles of Eisenhardt (1989) who has stated that the researcher starts with a research question which is broad and then carries the systematic collection of data so as to ensure case access so as strong triangulated measures are created. In this manner I ensured that the qualitative research findings were strengthened by the combination of participant observation with interviews and focus group discussions (Hammersley and Atkinson 1983).

### **3.7 Validity**

As pointed out by Stake (1995), qualitative research is dependent upon the presentation of descriptive data which is strong and solid enough so that the reader is led by the researcher to understand the meaning of the experience which is under study. Validity in this research study has been ensured by applying the principles of Stake (1995) where I have led the reader to understand the meaning of this research study which I have presented in a descriptive manner. Validation is in fact an interpretive understanding of reality (Angen 2000). In interpreting data in this study, I took into account the views of Angen (2000) so as to enable the reader to understand. Triangulation of data has not been used as a tool or as a strategy of validation but it has instead been used as an alternative to validation in this specific study as proposed by Denzin and Lincoln (2003). However data triangulation has its importance in order to strengthen validation where there is no cross case comparison (Kelliher 2005). This principle has been adopted while carrying this study given that there has not been any cross case comparison made. The proposals of Remenyi et al (1998) were also put into the practice while carrying this study so as to ensure validity given that they have stated that the use of multiple data sources produces a chain of identified evidence.

### **3.8 Objectives of the three Research Cycles, Coding and Analysis**

#### **First Cycle**

Basically the different phases for the three cycles have been carried out in a similar manner. The main objectives of the first cycle are to find out how to create and develop leaderful practice at the MGI and also to identify the factors which affect its development by carrying a collaborative action research based on McNiff et al (2002) format. In order to undertake the above research, focus group discussions would be held. The second objective would be to take actions on the findings of the first cycle.

#### **Second Cycle**

The objectives of the second cycle are to confirm the findings of the first cycle which are basically about the development of leaderful practice and identifying the factors affecting its development. In order to do so, information would have to be gathered in a systematic manner and a grid would have to be constructed together with a set of indicators after having reached a consensus. The indicators would be selected collectively in the group discussions so as to confirm the outcome of the first cycle.

#### **Third Cycle**

The objectives of the third cycle are to investigate whether leaderful practice has in fact been created in all the tertiary schools, to identify those factors which had an effect on its development and to collect the information in a more systematic manner in an observation grid for all staff concerned and then to analyse whether leaderful practice has been created and developed.

#### **Coding and Analysis**

In line with the views of Denzin and Lincoln (2000), the main objectives of coding in this action research study are basically to make an analysis exercise by coding which is the heart and soul of the whole text analysis. In this way, the researcher would be in a position to judge and make out meanings from the text. The purpose of coding in the study is also to identify the themes, to

build codes and finally to be able to interpret the wordings of those involved. In this exercise, the identification of themes would be done in a systematic manner.

Analysis also forms parts of the coding structure and coding is meant to be analysis (Miles and Huberman 1994). The main objectives of analysis are to see to it that once the theme is identified and refined, it can be applied to a whole textual corpus, where interpretive analysis may be carried out. Basically, once the researcher identifies the themes, the purpose of analyzing would be to identify how the issues are connected to each other so as to allow the analysis to be carried out. The objective of analyzing data is also to identify, analyse and report upon patterns within data as pointed out by Braun and Clarke (2006), as this approach which was in line with the interpretivist approach has been found to be easy to implement, practical and flexible and the variety of issues that can be found and interpreted on the collected data **are** quite enormous and significant.

### **3.9 Ethical issues**

In order to initiate the project, certain ethical issues have been considered.

#### **Informed Consent**

Permission was sought from the Head of the institution that is the Director-General so as to carry the above research and also to make use of all the facilities available at the Institute. In this research study, I had to obtain the consent and the co-operation of all the Heads of Schools or their representatives who formed part of the focus group discussions. The collaborators were informed that their involvement was purely voluntary and they were given a thorough explanation of the purpose and benefit of the research study. All of them gave their consent to participate in the project.

#### **Access of Information**

Permission for access of information was also sought from the Director-General to get access of information on the institutions as and when required.

## **Confidentiality Agreement and Anonymity**

Confidentiality was ensured in this study. Collaborators were informed that their views would remain anonymous and confidential. They were assured that neither their names nor the sources of information would be revealed.

## **Fair Treatment**

Fair treatment was given to all the collaborators before starting the process of action research, and while carrying the actual research.

## **Right of Privacy**

The right of privacy of each and everyone was respected. For example, group discussions were convened as and when a consensus from all the collaborators was obtained. They were not pressurized or forced to attend the group discussions. They were given a choice to collaborate. Unfortunately, at the beginning of the project, some of my collaborators were not willing to have their voices recorded on tape recorders. They preferred an independent person to record the minutes of proceedings.

## **Honesty and Truth**

Honesty and truth were ensured throughout the research study, especially in group discussions meetings. I tried to ensure that my collaborators get answers to all the queries raised in a honest and truthful manner so as to avoid any disappointment or deception.

## **Storage of Data**

I also ensured that as a researcher certain rules be followed regarding the information that has been collected, which was related to personal opinions of different Heads. Firstly I ensured that data have legally and fairly been processed. Secondly, I ensured that data were obtained for research purposes only and were not processed in any other way, which were not compatible for that specific purpose. Thirdly I ensured that the data collected were relevant, adequate and did not exceed the purpose for which they have processed. I also ensured that the data

collected were kept for a specific time only as long as I was going to use them. Finally, I ensured that data were neither circulated nor given to any unauthorized party. Therefore, they were kept in a specific file in my custody for analysis.

#### **4. Summary**

The chapter defines the research philosophy and the process of action research as a strategy of research so as to find the answers to the two questions set from the literature review which are basically about how to develop leaderful practice at the MGI and what are the factors that affect leaderful practice at the MGI? It was seen that for this study an ontological subjectivism and an epistemological interpretivism would be ideal and will be appropriate for such type of qualitative research. The different techniques used for data collection were seen and a hint was given on how data were analysed. Objectives of the research cycles, coding and analysis were also explained. Validity and reliability were ensured during the research process. Ethical issues were also considered. The next chapter gives an outlook of the data that were generated from the focus group meetings with all the collaborators involved in the action research process.

## CHAPTER 4

### FINDINGS OF FIRST COLLABORATIVE ACTION RESEARCH (CAR) CYCLE

#### 4.1 Introduction to the first (CAR) cycle

The purpose of this chapter is to carry a collaborative action research (CAR) based on McNiff et al (2002) in order to find out how to create and develop leaderful practice at the MGI based on its 4Cs namely Collectiveness, Concurrency, Collaboration and Compassion and also to identify the factors which have an impact on its development at the Institute. According to McTaggart (1991), McKernan (1991), McNiff et al (1996), (CAR) is basically about a group of people who work together as part of the action and research process. As stated by McTaggart (1991), action is collaborative, when it involves those responsible for action to improve it. In order to carry out (CAR), it is essential to have the commitment of all individuals who have been identified as collaborators to be fully involved and to participate in the project. According to Elliot (1991) and McNiff et al (1996, 2002), CAR includes collaboration by those not directly involved in the teaching research situation. For example, observers, friends, validation groups, support groups can be used to promote insights for validating results.

Difficulties are encountered in a CAR situation due to the complex nature of the collaborative relationships and the obstacles present in conducting research with others (Platteel et al 2010). In order to be successful in the process, time and opportunity to develop faith within the team are both needed. As mentioned by Ross et al (1999, p256) CAR has been defined as: 'a systematic inquiry into practice that is conducted by a team and researchers working as equal partners.' Clift et al (1990) have further mentioned that CAR between university and school faculty has the characteristics by focusing on the problems of teachers practically and also by stressing upon professional development and support for collaboration between teachers and university staff.

CAR cycle consists of the following phases:

- Planning phase
- Action phase
- Observation phase
- Analysis phase
- Reflection phase

The planning phase indicates the different steps that are carried out in this research study. The action phase enables one to take necessary actions according to the plan. In the observation phase, issues observed during the action research process are recorded in writing. In the analysis phase, the findings from data collected are analysed using a thematic approach taking into consideration the language used by the collaborators and then it is interpreted, by the way it has been viewed, perceived and understood. After the analysis phase, there is a reflection phase, where there is a reflection on the issues raised which are used as a basis for the next cycle. Before looking at the details of the different phases involved, it is necessary, first of all, to explore the meaning of leaderful practice from the literature review as stated below:

#### **4.2 Meaning of Leaderful practice**

According to Raelin (2004), leaderful practice is a new concept of leadership practice in contrast to the traditional leadership model. In the traditional leadership model, leadership is more inclined towards being more serial, individual, controlling, and dispassionate and to a prevailing style of management. In the leaderful model, however, the inclination is to be concurrent, collective, collaborative, compassionate and connected to a system of profound knowledge. It is based on four important pillars referred as the 4 'Cs'. These four 'Cs' are stated as follows:

- collective
- concurrent
- collaboration
- compassionate

Collective leadership refers to that type of leadership which implies that everyone within the team can act or can serve as leader. The group does not depend on one specific person to take over the function of a leader. Concurrent leadership is that type of leadership where many members of the team act as leaders at the same time. This does not mean that the supervisor has to step down when a team member is contributing as a leader. Collaborative leadership implies that all the individuals within the group can act equally as leaders together and can speak on behalf of the team. All the members work together to attain the goals of the team and they decide what are the goals and how will they achieve these goals. Compassionate leadership implies that the members of the team are committed to preserve the honour and dignity of all the people within the team irrespective of their status and opinions.

Raelin (2010) has mentioned that the process of leaderful practice development has to be carried out by internal and external agents who can promote a learning culture and participation within the entity. It has been found that coaching, action learning and work-based learning are three processes through which leaderful practice can be developed. After exploring the meaning of leaderful practice and other different connected terms from the literature review, the different phases of the collaborative action research will be looked in details as follows

#### **4.3 Planning phase in the first CAR cycle**

This phase includes the following steps

- Initial discussion with the collaborators
- Posing of specific research questions for this phase
- Request for permission to carry focus group discussions
- Identification of focus group for the collaborative action research
- Determination of target population who will participate in the collaborative action research

A brief on the plan is given below:

The main objective of the first step is to have an initial discussion with my collaborators and familiarize them with the purpose of the study, the issues that will be investigated and the meaning of different terms and concepts explored from the literature review. The second step is about posing of specific research questions for discussion based on the McNiff et al (1996) format as indicated in Table B and it takes into consideration the remaining three steps of the planning phase.

**Table B : Questions set for the first CAR cycle based on McNiff format**

What issue do I wish to investigate?
Why do I wish to investigate this issue?
What is my research question?
Who will I involve as research collaborators?
Who will I ask to be my critical friends and validation groups? Will they be available?
Will I have sufficient resources? Will I have the necessary technology?
Will I have institutional support?
Do I need permission to do my project?
How will I reassure people of my ethical conduct?
What is my timeline? Is my project feasible? Is it manageable?
How do I implement my plans?
How will I monitor the actions?
Which action will I monitor?
How will I gather data about the action research and what kinds of data will I gather?
How do I ensure that my data are relevant, and how do I sort, analyse and interpret data? (McNiff et al 1996)

A brief on the answers to these questions is given below but the details would be analysed at a later stage:

Following discussions and a brainstorming exercise with all the collaborators, it was agreed collectively that the issue under investigation was about the creation and development of leaderful practice at the MGI. The words used by my collaborators were analysed during the data analysis process. From their answers, it was found that the issue of leaderful practice had to be investigated and the system prevailing at the MGI had to be improved.

They were informed of the two identified research questions as spelt out below:

- 1) How to develop leaderful practice at MGI?
- 2) What are the factors that affect the development of leaderful practice at MGI?

Given that there were five tertiary schools at the MGI, namely the School of Indian Studies and the School of Performing Arts, which consisted of seven departments each, the School of Fine Arts which consisted of five departments, the School of Indological Studies which consisted of three departments and the School of Mauritian and Area Studies which consisted of four departments, it was felt appropriate to take one representative from each school as this was considered to be a good representation of all the eighty academics of the MGI. The five heads of schools were contacted by myself to become my collaborators. I gave them a brief on the research project and I had to convince them to form part of the CAR. They agreed to form part of the CAR but, at a later stage, however, one collaborator withdrew from the project. The target population for the above CAR consisted mainly of all the academic staff of the MGI Tertiary Sector. The academic staff present at the focus group meetings also acted as agents of change. Following an informal discussion I had with them, it was proposed to have a representative from the School of Performing Arts to be my critical friend (CF) so that he could submit his views during the group discussions. He was contacted and he immediately accepted to be part of the team.

My collaborators were informed that sufficient resources were available to carry the research, but prior arrangements had to be made in order to avail of these resources. They were convinced that I would get institutional support and the permission of the Head of the Institute to carry this CAR. They were reassured of my good ethical conduct as they were given the guarantee that whatever they would discuss at the meetings would de facto remain anonymous, confidential and at any cost would not be disclosed except with their express permission. I informed them that the CAR project was feasible and manageable within the time allotted to me. Following discussions, it was agreed collectively that the plans would be implemented by conducting meetings, through brainstorming sessions, by interacting with each other and by referring to the literature review so as to familiarize participants on the different terms and concepts. The behaviour and attitudes of academics would be observed and would be recorded during the process.

They also proposed that actions could be monitored by conducting meetings with staff, by communicating with them either orally or in writing. There was an agreement in principle of the different ways through which qualitative data would be collected by them in their respective schools which were mainly through focus group discussions, interviews and observation. In order to ensure that the data collected were relevant and meaningful, they gave their agreement in principle for my critical friend (CF) to participate in the discussions, to submit his views and to validate the results. Regarding the issue of data sorting and data analysis, they agreed that data would be sorted out, analysed and interpreted by using the thematic analysis approach as it was in harmony with the method used. The planning phase in the first CAR cycle was followed by the action phase.

#### **4.4 Action phase in the first CAR cycle.**

In this phase the following actions were taken:

- Request for permission to carry focus group discussions
- Convening my collaborators and my critical friend (CF) for the focus group discussions
- Reading, explaining and briefing collaborators on leaderful practice and its components
- Deciding upon the methods to collect, explore and analyse data

The permission of the Head of the Institute had to be obtained first so as to allow me to carry the different focus group discussions at the MGI. We had a very positive conversation and interaction with each other and I was requested to submit a copy of my research study after its completion if possible and to keep all information confidential. All the identified collaborators were convened for the first focus group discussion and they were given a briefing on leaderful practice in line with the literature review. As researcher, I explained and read the summary which I had prepared on leaderful practice development and the processes involved. Then we decided collectively on the method of data collection and data analysis as stipulated below:

As pointed out earlier, data was collected as proposed by Kemmis and McTaggart (1988, 1992). The following methods were used in order to collect data

- Focus group discussions and conversations
- Observations

- Informal Interviews

Data were collected mainly from focus group discussions in writing and recorded in a tape recorder.

As stated before, in order to analyse data, I made use of thematic approach as stated by Braun and Clarke (2006), because it was flexible, easy, quick to implement and easily accessible to researchers and to the general public. I started familiarising myself with the data collected. I tried to immerse myself in the data collected so that I became familiar with the depth and breadth of the context. I started reading the data repeatedly as shown in Annex 1, searching for meanings and patterns. While I went through the data, I underlined and memorised the main ideas and comments made by the different collaborators in the first column in Annex 1. Initially, the transcription of verbal data was made in written form by me and two officers. We tried to produce as far as possible a rigorous and “verbatim” account of all verbal utterances. The transcript contained the information that was needed to form the verbal account which reflected the truth from the original state. This task was tedious and time consuming given the fact that the collaborators had spoken in their local language, the “kreol”, not in English so the verbal recordings which were basically in kreol had to be translated into English.

Then I started the process of generation of initial codes in the second column of Annex 1. Once I familiarized myself with the data transcribed, I produced an initial list of ideas as stated by the collaborators, which I thought were meaningful and necessary. At this phase, I also produced some initial codes from the data. These codes identified certain aspects of data which appeared significant for me. As stated by Miles and Huberman (1994), this process of coding also formed part of my analysis, and as mentioned by Tuckett (2005), I organized my data into groups that were meaningful. The coded data were not necessarily similar to the themes which were identified later. The coding was done manually and I worked in a systematic way through the whole set of data so as to give attention equally to each and every item of data so as to identify parts that were recurring across the data set. Initially, after I had underlined the important parts, I tried to tabulate the information as shown in Annex 1, so as it would be easier for me to match the extract of the data to a code. This was done by copying data extracts from the original transcripts. I generalized as many codes as possible.

Then I started searching for themes. Once the data was initially coded and collected, there was a long list of different codes that was identified across the data set, this could be shown in the third column of Annex 1. The analysis was then re-focused at broader themes, rather than codes. This part consisted of sorting out the different codes into potential themes, and all the relevant coded data extracts were collated within the identified themes. At this level, different codes were analysed and considered thoughtfully in order to combine them together to form a theme. The themes were also inserted near the codes as shown in Annex 1, so that I could sort out the different codes into themes. The themes were then refined. I reviewed all the coded data extracts again and again and I went through the themes repeatedly to consider whether or not there was a coherent pattern. Some themes had to be replaced by other more appropriate ones. Some themes did not reflect the data extract, and those extracts had to be removed from the analysis. Once this level was over, the next level had to be looked into and this was about whether or not the individual themes were valid in connection with the set data, and also whether the themes reflected the meanings as a whole in an accurate manner. In the end, several themes have emerged.

At the next phase the themes were highlighted later in this chapter, in order to be presented for analysis and to analyse the data within them. This was meant to identify the existence of what the theme was about and looking at each aspect of data each theme has captured. For each theme, it was essential to conduct and write a detailed analysis that each theme referred about in relation to the research questions and sub-questions set. The last phase was about producing the report after having identified the full set of themes, and after preparing the final analysis and its write-up. In my analysis I tried to present a concise, coherent, logical account of the story that the data speaks about within and across the theme.

#### **4.5 Observation phase in the first CAR cycle**

During the focus group discussions it was observed that there were strong interactions between myself and my collaborators where a spirit of mutual understanding and friendliness prevailed considerably. The discussions had miraculously triggered a change in our behaviour in many aspects. The first change observed was a positive transformation in our attitudes which became prominently more remarkable and positive with each other. Our perception towards the institute started changing in line with the ideals of Kemmis and McTaggart (1988).

Development of leaderful practice was taking place slowly but surely. Action learning was taking place when all of us were discussing and interacting joyfully with each other using a simple and clear language about the planning and the actions that would be taken while carrying the collaborative action research. Work based learning and coaching were taking place concurrently and as a result leaderful practice at the MGI was created. The four tenets of leaderful practice namely collaboration, collectiveness, concurrency and compassion were also created in the institute (Raelin 2004).

In this process we were acting as change agents and adopting a coaching behaviour. It was also observed that collectiveness and concurrency took place when my collaborators had participated in the decision making process equally at the same time, when they were given the chance to be involved in leadership and to serve as leaders, and when they were allowed to speak and to voice out their feelings. Collaborative leadership took place when all the team members had acted collaboratively and when they were engaged in mutual dialogue to decide what has to be done and how it has to be done. Compassionate leadership also took place during the meetings held because all the team members were committed to preserve the dignity of each and everyone (Raelin 2004). Consequently team leadership took place because everyone was engaged in mutual action and all of them were given the opportunity to contribute towards the actions set, and the leadership of team was done collectively, concurrently, collaboratively and compassionately in line with the thoughts of Fisher et al (2007).

During the meetings, all collaborators shared their views openly, honestly, enthusiastically, willingly and this not only increased our communication skills but also reinforced our relationship. Concurrently our sense of care, our empathy for each other, our language skills and our interpersonal skills developed further and all collaborators were highly motivated to collaborate in the project. Our respect for each other was enhanced during the focus group discussions irrespective of our status and our opinions. It was observed that existing relationship with other members of staff had improved considerably in line with the views of Cunliffe (2010) when he mentioned that relationships are contextualized between the individuals and their environment.

It was observed that our listening, problem solving, analytical, summarizing, narrative, writing, speaking and conflict resolution skills have developed further together with our understanding power. Our knowledge and our sense of appreciation had greatly increased. Practices were

being learned and implemented at the same time in line with the statement made by Marcon and Gopal (2008) where he considers that in such a situation practice takes place.

The collaborative action learning exercise triggered some thought provoking reactions in ourselves. It increased our sense of friendliness, belonging, tolerance power, patience and our duty of care. We gradually became more conscious of our weaknesses which enabled us to modify our behaviour accordingly. During our interactions, in spite of criticisms, we learnt how to use the correct tone and to remain diplomatic, simple, tactful, respectful, full of humility with our colleagues so that they did not feel offended.

During the discussions, there was a gradual and progressive refinement and transformation of the character of all collaborators as this could be observed by the way they were interacting with each other. In fact, there was a real growth in their sense of awareness and interest towards the organization and this became quite visible and apparent by their positive approach, through their body language, their verbal communication and their willingness to collaborate in the project. Their perception had broadened and they became more mature, disciplined, dedicated and committed at work and this could be deduced by the fact that they all worked seriously and sincerely in order to reach the objectives set. They tried their best to learn what was meant by leaderful practice, coaching, action learning, work based learning and change agents. They were eager and enthusiastic to be the agents of change and to play a major role in the development of leaderful practice at the MGI. They were all considered on the same footing and were acting as equal partners as they all firmly believed that this process would improve leadership practices at the MGI.

A sense of shared responsibility and accountability, gradually developed among the collaborators and their judgments and decisions were based mainly on the strength of arguments rather than their hierarchical position. They shared ownership of decisions and practices and they were conscious of their organization as an entity. In the end, they unanimously felt grateful and showed their gratitude towards the institute. After the observation phase, the data analysis phase was carried out in detail using a thematic approach in line with the proposals of Kemmis and McTaggart (1988).

#### 4.6 Analysis phase in the first CAR cycle

As stated before in 4.4, a thematic approach was used in order to analyse data as stated by Braun and Clarke (2006)

A brief extract from Annex 1 to give an example on how coding has been effected and how the first theme has developed is shown below as per Table C.

**Table C**

Collaborators' Comments	Initial Coding	Emerging Themes
C4 For example, <u>staff members could be assigned certain responsibilities.</u>	Staff members assigned responsibilities.	Staff empowerment
C4 In order to change the current systems, <u>staff members can be assigned certain responsibilities</u> regarding organisation of a cultural activity.	Assignment of responsibilities.	
Staff members have <u>to be empowered.</u>	Empowerment of staff.	
For example, <u>staff members could be assigned certain responsibilities</u> regarding organisation of a cultural activity.	Assignment of responsibilities to staff.	
C4 <u>Assigning responsibilities to staff members</u>	Assignment of responsibilities	

In the above table, the comments of C4 in Table C, were shown at different stages of the focus group discussions. In the first column, when the conversation of C4 was analysed deeply, it could be deduced that no assignment of responsibilities had been made to certain members of staff and that there was a lack of staff empowerment. C4 has mentioned the above repeatedly at different phases of the discussion. The initial coding in the second column has indicated that “assignment of duties” and “empowerment of staff” were repeatedly being referred to. Based on the above, the emerging theme which was “staff empowerment” in this case was shown in the third column.

The following table gives an indication of the themes that have emerged from the thematic analysis.

**Table D**

	<b>Main Themes</b>
1.	Staff Empowerment
2.	Review of Communication System
3.	Review of the MGI System
4.	Increase in Professional Learning and Development

The findings which are reported below are thematically arranged with a number of verbatim quotes to present the voices of the Collaborators (C1, C2, C3, C4) and my critical friend (CF) in an accurate and precise manner to show how the themes have emerged accordingly. C1 is from the School of Indian Studies, C2 is from the School of Indological Studies, C3 is from the School of Fine Arts and C4 is from the School of Mauritian Studies. My critical friend (CF) is from the School of Performing Arts.

### **1. Staff Empowerment**

The first theme that arose out of the discussion was 'staff empowerment'. This could be demonstrated when C4 mentioned the following while replying to the question on implementation of the plan:

*" For example staff members could be assigned certain responsibilities" (firm tone)*

At another point in time he said:

*“In order to change the current system, staff members could be assigned certain responsibilities regarding organisation of a cultural activity. Staff members have to be empowered. I coordinate all activities of my department so as to move towards a transformative research, staff members have to be empowered..... For example staff members could be assigned certain responsibilities regarding organization of a cultural activity.” (Normal tone).*

C4 has expressed himself with clarity in a thoughtful manner using a normal tone. From the above statement it could be interpreted that there was a lack of staff empowerment at the MGI and the situation had to be transformed and changed. For this to happen, staff had to be assigned more responsibilities and more work by job enrichment. They should also be given more power and authority to act and to take decisions freely as and when the need arises specially when an activity was organised. It could also be deduced that staff empowerment was connected to leaderful practice development. C4 has used certain words repeatedly in order to highlight the importance of staff empowerment. For C4, it seemed that decisions were centralized in his school at the level of the head. However, he was very keen and willing to change and shift towards a transformational approach rather than to maintain a centralized one. He had proposed how he would assign new responsibilities to his staff.

In the same line C3 said :

*“.....assigning responsibilities to staff members. The change agents would act as facilitators to empower staff members to take responsibilities through action learning, coaching and work based learning”*

The above statement was a clear cut example to indicate that there was a lack of staff empowerment at the MGI. It could also be interpreted that the role of change agents was significant in empowering staff by giving them more responsibilities through action learning, coaching and work based learning. As a result, It had an impact on development of leaderful practice at the MGI. In order to bring a change, the situation would have to be reviewed.

The second time he talked about staff empowerment was when he interacted with clarity in a normal verbal tone and it could be deduced that there was no staff empowerment in the school. It seemed that decisions were centralized at the level of the head. He was very keen to change and to shift towards a transformational approach rather than to maintain a centralized one and had planned how to assign new responsibilities to his staff.

## **2. Review of Communication System**

The second theme that could be seen emerging was the review of communication system at MGI. This could be interpreted when C1 replied to the question on how to implement the plan as follows:

*“A meeting can be held in respect of marking of exams. It would not be possible to convene regular meetings for the School of Mauritian Studies.....”*

From the above statement, it could be interpreted that there were some problems of communication in the school. C1 was having certain constraints to convene meetings more regularly, therefore it appeared that the communication flow was difficult and not easy. The implication was that the communication system had to be reviewed.

On the question why one has to investigate this issue, C4 proposed that:

*“For example, they could be given responsibilities to coordinate a programme. This could also help in promoting communication.”*

From the above statement, it could again be interpreted that there was a problem of communication in the school and that the communication system would definitely need to be improved by giving staff members more power and authority to act. In this way it was perceived that not only staff empowerment had an impact on leaderful practice but, together with it, the communication system also had an impact on its development. It also implied that there was a link between staff empowerment and the communication system and that both of them had to be reviewed.

In relation to the question how to monitor the action, C1 and C3 stated that:

*“Communication in writing, sending memos, follow up by phone calls and sending reminders to staff concerned.” (Low voice)*

The above wordings showed that communication was indeed significant, considered to be an important aspect and a key element for the proper functioning of the school. Communication could either be verbal, non-verbal or in writing. It appeared that a lot of effort had to be made in order to ensure a good flow of communication especially when a task was assigned to the staff, regular follow up, had to be made so as to get the end results.

In relation to the same question, C4 replied:

*“The steps to be taken in connection with the actions set could be discussed at meetings and concurrently assigning responsibilities to staff members. (High tone).*

It could be interpreted that meetings were considered to be important and useful platforms to communicate and to discuss issues in a collective and collaborative manner. It was also felt that responsibilities could be assigned to staff members during meetings and hence they could be empowered. It could be concluded that in the current system of the MGI, there were no sufficient meetings or discussions taking place in the schools between the heads and their staff and consequently this had a negative impact on the development of leaderful practice. So accordingly the system of communication had to be reviewed so as to enable the development of leaderful practice to take place at the MGI.

Collaborators felt that more opportunities would have to be created for staff so as to enable them to express themselves more freely and to communicate openly. In other words, more platforms would have to be created, and there should be more group discussions and meetings to enable staff members to exchange views, to share their opinions, their knowledge and their experience with others and also to discuss their problems with a view to solving them. This could take the form of seminars, workshops, conferences or academics forums where academics would be able to increase their communication skills. The above is related to the views of Friedrich et al (2009) where mention is made that change agents have to be committed

to learning and participative in their approach so as to enable learners to understand their practices and their way of interacting and communicating.

### **3. Review of the MGI system**

The third theme that emerged referred to the question raised on the reasons why we wish to investigate this issue. All collaborators gave a useful reply which showed that they were in the same wave length and were concerned with the MGI, thus, showing their belongingness to the institute and their interest in its common interest and improvement. This could be shown when the collaborators gave the following replies:

C1 mentioned that: *“to improve the system” (normal tone with a deep frown)*

C2 said: *“to find shortcomings” (deep breath, normal voice)*

C3 stated: *“to identify problems” (high tone, with a serious face)*

The reply of C1 with a normal tone and with a deep frown on his facial expressions showed that the MGI system had a problem and had to be reviewed. This answer had several layers of meaning and had to be probed profoundly into in order to be interpreted. The word ‘system’ which was used here had several meanings as it encompassed several issues at the same time. Although attempts were made to interpret the above, it was difficult to ascertain which system C1 was referring to at the MGI. Was he referring to its administrative system, its organization system, its academic system, its communication system, its Human Resource System, or its finance system? From the above statement, it could be deduced that the MGI had to improve as a whole. The statement made by C2 with a deep breath and a normal voice was expressed clearly using a simple language. His facial expressions showed that the shortcomings at the MGI had to be sorted out at all costs. In the same line the comments made by C3 with his serious face indicated that there were problems which had to be identified and obviously these problems had to be sorted out. C4 also gave an indication that there was a need to change the system at the MGI. At some point, he mentioned that:

*“New strategies could be developed to change the actual system....” (in a firm tone)*

From the above statement, it could be interpreted that the actual system at the MGI had problems and that new strategies had to be devised in order to change and to improve the current system. In other words changes would definitely have to be brought so as to enable the MGI to function in a better manner. The language used by C4 was simple, precise, firm, and easy to understand with a firm tone showing confidence in his assertion. As a matter of fact it could be said that the system of the MGI was related to leaderful practice and it had an impact on its development. So it could be deduced that in order to develop leaderful practice at the MGI, its system as a whole should be reviewed.

#### **4. Increase in professional learning and development at the MGI**

The above theme was the last to emerge in the first CAR cycle. It could be perceived that leaderful practice was lacking due to lack of staff empowerment but it was taking place slowly but surely by the change agents through the three processes of action learning, coaching and work based learning during the group discussions by interacting with each other. Consequently, in order to implement leaderful practice, staff members would have to be given more authority and more power to assume additional responsibilities as this would create more opportunities for them to learn through the three processes of action learning, coaching and work based learning resulting in the development of their professional learning. This was confirmed by C4 when he made the following statement very comfortably in a friendly manner in a normal tone using a simple language:

*“To empower staff members to take responsibilities through action learning, coaching and work based learning.”(Normal tone)*

It was observed that all collaborators were adopting a coaching behaviour as rightly pointed out by Hackman and Wageman (2005) that one has to adopt a coaching behaviour in order to coach team members to act collectively and to make proper use of their resources so as to achieve the mission of a team. Similarly action learning was taking place slowly in the group discussions in line with the thoughts of Peddler (1996) who has defined action learning as a technique to solve problems to learn in groups in order to change people, teams and institutions. Action learning also improves the current system to construct relations and enables people to collaborate, to act collectively, compassionately and concurrently. In this research process, team members were learning through their work and were fully involved in work based

learning in line with the thought of Raelin (2004) who has pointed out that work based learning puts emphasis on work and action of leaders. Raelin (1997) **once** stated that work based learning enabled theory to combine into action. Consequently in order to develop leaderful practice, there should be an increase in professional learning and development at the MGI through action learning, work based learning and coaching and people should get more opportunity to learn through these three means.

#### **4.7 Reflection in the first CAR cycle**

After the analysis phase, I undertook the next step which was the reflection phase. I met my collaborators to discuss about the findings of the first meeting in line with the proposals made by McTaggart (1991), Mc Kernan (1991) and McNiff et al (1996) on CAR which is considered as a group of people who work together as part of the action process. The outcome and the results were validated by them. Each emergent theme was shown to them and they were all agreeable to the themes that have emerged. The themes identified were mainly on staff empowerment, review on communication system, review of the MGI system and increase in professional learning and development. Some of these themes were connected to the thoughts and ideas of Neuman (2003), and Raelin (2007). Neuman (2003) has talked about empowerment of people which takes place during the processes of action learning, coaching and work based learning and Raelin (2007) has put emphasis on action learning.

Referring to the first research question on how to develop leaderful practice at the MGI, it was confirmed that leaderful practice could be developed through the main processes of action learning, coaching and work based planning in line with the views of Raelin (2011). However, the collaborators also felt that these three processes were not sufficient enough to develop leaderful practice at the MGI. They felt that staff should be given more exposure through training, workshops, seminars and conferences and the possibility to interact with each other so that they could develop themselves professionally. From the analysis it was found that collaborators agreed that the development of leaderful practice was connected to several factors which were essential ingredients for its development within an institution. Some of the factors identified highlighted during the reflection phase included the MGI system, its communication system, staff empowerment and professional learning and development. It was pointed out that MGI system had to be clarified so as to find out the system the collaborators were referring to. After discussions, collaborators clarified that the MGI system being referred to

was to the management and hierarchical system within the institute precisely the senior, middle and low levels. The hierarchical system was considered to be a major barrier that prevented the development of leaderful practice in the institution. The management system also included communication system and all other related issues that fall under its purview. It was felt that there was an urgency to review the communication system because participants had witnessed a lot of communication blocks from one level to the other. According to them the system of communication was not functioning smoothly both vertically and laterally. Taking into consideration that leaderful practice was connected to the four “Cs”, it was necessary to improve, enhance and promote the four “Cs” namely collectiveness, collaboration, compassion and concurrency for the smooth development of leaderful practice as these four “Cs” did not operate in isolation in line with the views of Raelin (2011).

It was strongly felt that in addition to these, many other factors had an impact on the development of leaderful practice and its 4 “Cs”. In order to identify some of these factors, it was proposed that information be gathered collectively in a more systematic way in a table more specifically in an observation grid, and a set of indicators be identified and be inserted in the grid under the four different “Cs” namely; collaboration, compassion, collectiveness and concurrency. According to the collaborators, these indicators would give a precise definition of the four “Cs”. Each indicator would then be given a rating in a likert scale and thus the extent to which the staff had been collaborating and behaving collectively, compassionately and concurrently would be measured and recorded in the grid.

## **Conclusion**

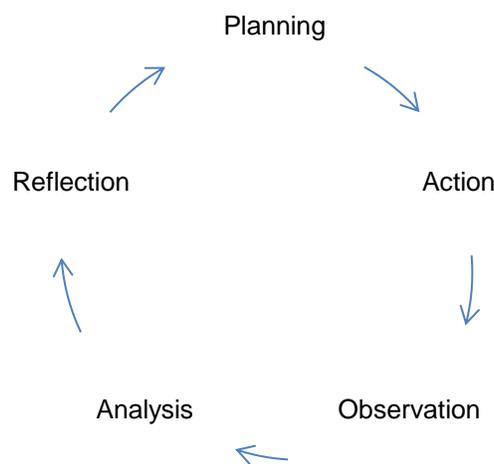
According to all collaborators, the situation had to be studied further and it was necessary to probe more deeply into the matter. For the next CAR cycle as stated earlier, an observation grid would be prepared and during this process, it would be necessary for observation on changes in behaviour and attitudes under the 4 “Cs” be measured and recorded on the likert scale and then analysed so as to be able to justify the extent to which leaderful practice has either been created or developed at the MGI.

**CHAPTER 5**  
**FINDINGS OF THE SECOND COLLABORATIVE ACTION RESEARCH (CAR) CYCLE**

**5.1 Introduction to the second (CAR) cycle**

The purpose of the second CAR cycle is to confirm the findings of the first one which is basically about the development of leaderful practice and identifying the factors effecting its development. In the first CAR cycle, it was found that leaderful practice would be developed though the three main processes of action learning, coaching and work based planning in line with the views of Raelin (2011). In order to identify those factors, it was proposed that information be gathered in a more systematic way and be recorded in an observation grid, after having identified a set of indicators which are linked to the 4 “C’s”.

In order to carry the second CAR cycle, these factors would be identified through discussions, and conversation with all the collaborators (C1, C2, C3 and C4) in a leaderful manner. In this process of implementing the second CAR cycle, leaderful practice is also concurrently being implemented, by the very fact that coaching, is being used by me with my collaborators, together with action learning and work based learning given that CAR cycle allows the three processes to take place together in a systematic and natural manner. The steps involved in the second CAR cycle are similar to the first CAR cycle which include the planning phase, the action phase, the observation phase, the analysis phase and the reflection phase as shown in Figure 5.1.



**CAR Cycle**  
**Figure 5.1**

## 5.2 Planning phase in the second CAR cycle

This phase includes the following steps:

- Discussion with collaborators
- Posing of specific research questions for this phase
- Identification of focus group for the second CAR cycle
- Determination of target population who will participate in the second CAR cycle

The objective of the first step is to discuss and brainstorm on how to construct the observation grid and to decide collectively with all collaborators on the elements which fall under the categories collaboration, collectiveness, compassion and concurrency. Based on **the** McNiff et al's (1996) format, the questions that have been set for discussion are shown in Table E.

**Table E : Questions set for second CAR cycle based on the McNiff format**

What issue do I wish to investigate?
Why do I wish to investigate the issue?
What is my research question?
Who will I involve as research participants? Who will I ask to be my critical friend?
Will I have sufficient resources?
Will I have institutional support and do I need permission to do my project?
How will I reassure people of my ethical conduct?
What is my timeline? Is my project feasible?
How will I implement my plans and how will I monitor my actions?
How will I gather data about the actions?
What kinds of data will I gather?
How do I ensure that my data are relevant and meaningful?
How do I sort, analyse and interpret data?

During the interactions, it was understood that the issue of investigation was about the development of leaderful practice at the MGI and to identify the factors affecting its development there. The research questions were the same as in the first CAR cycle but the discussions held were a continuation of the previous cycle and the interventions of the different collaborators

were recorded and analysed further. The focus group which was identified in the first CAR cycle has remained the same in the second CAR cycle and there was one academic staff who was my critical friend (CF). The CF was allowed to participate in the discussions and was allowed to submit his views and comments. Validation was ensured by taking into consideration the views of the critical friend, by having informal conversations with other academic staff so as to get their views on the process and on the outcome and by taking into consideration the comments made by collaborators in a focus group meeting.

Resources were already available and the permission and the support of the head of the institution had already been sought and obtained. It was understood that the recorded discussions would remain confidential and would not be disclosed. In the second CAR cycle, it was agreed that the plans would be implemented by conducting meetings, by discussing, by conversing, by interacting and by brainstorming. It was necessary to carry a search and to make a selection of appropriate wordings that suit the four different “Cs”, following which the observation grid was mounted and constructed.

The actions were monitored by discussing with the collaborators, by receiving and giving feedback and by communicating with them verbally. Data were collected similarly to the first CAR cycle but in addition they were recorded in the observation grid by observing and recording the behaviours and attitudes for each one of them and then by rating each of the component in the grid. Similar to the first CAR cycle, data analysis was carried out through the thematic analysis approach and data collected in the observation grid were further analysed. The questions posed for this cycle have already been identified as mentioned previously.

### **5.3 Action phase in the second CAR cycle**

In this phase, the following actions were taken.

- Convening my collaborators and my CF for the focus group discussions
- Briefing and explaining my collaborators of the purpose of the meeting
- Discussing, conversing, interacting and brainstorming with the collaborators on how to construct the observation grid.
- Mounting and constructing the observation grid and deciding on the scale to be used for rating purposes.

- Searching on the internet and selecting the appropriate wordings to suit the meanings of four “Cs”.
- Observation of the collaborators by me as researcher and then measuring and recording of their attitudes and behaviour in the grid and rating each of them on the scale.
- Deciding upon the methods to collect and analyse data.

Staff members identified as collaborators were convened for the second focus group discussions. They were briefed and explanations were given to them on the purpose of the meeting which was about the mounting and the construction of an observation grid (Table G) and the searching and selection of appropriate wordings to suit the four “Cs” therein. Details on how the grid was constructed would be given in the next paragraph. It was proposed to use the likert scale so as to rate each collaborator. They were also informed that in the second CAR cycle, data would be collected through focus group discussions, interactions, conversations and observation and then by filling of the observation grids for each collaborator, once it is constructed and also by taking notes of meetings and by tape recording. Furthermore, data were analysed by using the thematic analysis approach as stated by Braun and Clarke (2006), because according to them, this method was easy, quick to learn and to implement and easily accessible to researchers. The next part will define how the observation grid that is (Table F) was constructed.

The grid was mounted gradually during the conversations and discussions held between all the collaborators and myself. While discussing about the construction of the observation grid, the first proposal came from the CF with a happy and normal face, when he mentioned that the department would be rated according to the observation grid. Then C4 stated that the grid was interesting and that all the collaborators could go through it again and give it a final touch before it could be sent to the supervisor.

Discussions were held under four aspects, firstly on collaboration, secondly on collectiveness, thirdly on compassion and fourthly on concurrency. A decision had to be taken on the factors that had to be included under each category. During the discussions held on the term of collaboration, “participation”, was considered to be the first important factor to be considered under this category as pointed out by C1 and agreed by C2, C3 and C4. Consequently, it was given the first position in the grid. The second factor considered to be important for collaboration to take place was “communication”. All the collaborators accepted this fact and

thus “communication” was given the second position in the observation grid. The third factor considered to be significant was “positive attitudes towards colleagues” when C4 questioned the meaning of positive attitudes and related it to collaboration. After having discussed lengthily on the above issue, a consensus was reached by CF, C3 and C4 and “positive attitudes towards colleagues,” was inserted in the third position in the observation grid, under the category collaboration. The fourth factor considered significant was “commitment”. Following discussions held by CF, C3 and C4, there was an agreement in principle by everyone to include “commitment” in the fourth position in the observation grid as far as collaboration was concerned. The next point of discussion was on “helping others” and this was considered to be significant as well and it was given the fifth position in the grid. The next issue on which discussion took place was on “sharing responsibility” and this factor was found to be significant for collaboration to take place. It was given the sixth position in the grid. The seventh factor considered significant for collaboration to occur was “sharing of knowledge”. This was highlighted by C3 and agreed unanimously by all the other collaborators. The next point on which discussion took place was “listening to others” and this factor was placed in the eighth position in the grid under collaboration. The next issues discussed were “abide by decisions”, “cohesiveness” and “ability to solve problems”, where they were considered to be significant for collaboration to take place and they were inserted in the grid and given the ninth, tenth and eleventh positions. A consensus was ultimately reached by the researcher and all the collaborators to include the eleven factors as mentioned above under the category of “collaboration”.

The second aspect on which discussion took place was on “collectiveness”. Team spirit was considered to be the first important factor for “collectiveness” to take place. This was stated by C1 and supported by all the other collaborators. The second significant factor which was taken into account was “sense of belongingness” and it was given second position in the grid under the category of collectiveness. The third factor considered significant for collectiveness to take place was “collective decision making”. This point was agreed upon unanimously. The next point of discussion considered important was “willingness to accept and to work together”. This factor was inserted in the grid in the fourth position under the category collectiveness as agreed by all the collaborators. Finally, the last factor considered significant by the collaborators for collectiveness to occur was “good interpersonal relations” and it was included in the grid in the fifth position under the term “collectiveness”.

The third aspect on which discussion took place was “compassion”. The first important factor to show compassion was considered to be “empathy”. It was unanimously agreed by all the collaborators, and thus it was inserted in the grid and given the first position. The second factor considered to be significant was “tolerance”. This factor was inserted in the grid and given the second position. The third important factor as highlighted by C2, C4 and CF was considered to be “love” and it was given the third position in the grid. Another element considered to be important was “mutual understanding”. “Trust, integrity and equal treatment to colleagues” were found to be very important for compassion to take place and all collaborators agreed unanimously to include the above six factors under the category compassion.

The last aspect on which discussion took place was “concurrency”. For concurrency to prevail, it was found that “showing leadership skills, accountability, decision making and accepting changes” were important and they were prioritized accordingly. All collaborators ultimately agreed to include the above four factors in the grid in order of priority.

The above explanations give an indication of the conversations held by myself together with all the collaborators during the focus group discussions on how the observation grid was mounted step by step. During this process, it was clear that leaderful practice was being created and developed gradually and at the same time action learning, coaching and work based learning were concurrently taking place, through interactions, communication, sharing of ideas, and learning at the site of work. Development of leaderful practice was also taking place by highlighting new angles for our research and proposing new actions to be developed. The above description clearly shows how the observation grid that is Table F has been constructed.

**Table F**

<b>Observation Grid</b>					
<b>Collaboration</b>	<b>Rating Scale</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1. Collaboration</b>					
<i>Participative</i>					
<i>Communication</i>					
<i>Positive Attitudes towards colleagues</i>					
<i>Commitment</i>					
<i>Helping Others</i>					
<i>Sharing responsibilities</i>					
<i>Sharing of knowledge</i>					
<i>Listening to others</i>					
<i>Abide by decisions</i>					
<i>Cohesiveness</i>					
<i>Ability to solve problems</i>					
<b>2. Collectiveness</b>					
<i>Team Spirit</i>					
<i>Sense of belonging</i>					
<i>Collective Decision making</i>					
<i>Willingness to accept and to work together</i>					
<i>Good interpersonal relations</i>					
<b>3. Compassion</b>					
<i>Empathy</i>					
<i>Tolerance</i>					
<i>Love</i>					
<i>Mutual Understanding</i>					
<i>Trust</i>					
<i>Integrity</i>					
<b>4. Concurrency</b>					
<i>Show leadership skills</i>					
<i>Accountability</i>					
<i>Decision Making</i>					
<i>Accept the changes</i>					

**Rating scale**

**1 = Lowest rating**

**5 = Highest rating**

#### **5.4 Observation phase in the second CAR cycle**

In this phase, the observation grid (Table F) which was previously constructed in the action phase was filled in by myself for each of the four collaborators (C1, C2, C3 and C4). The idea of constructing an observation grid was in line with the philosophy of Raelin (2011) who considers that this aspect of leadership tends to make people understand better and think deeply on their own actions so as to build up their plan of actions based on common interest of stakeholders. The extent to which my collaborators were behaving in a leaderful manner and acting collaboratively, collectively, concurrently and compassionately could be interpreted from the rating given on them in the grids after carrying an observation of their attitudes and behaviours. A high rating scale indicated that the collaborator was highly collaborative, collective, compassionate and concurrent whereas a low rating scale indicated the contrary. From the responses obtained, it was possible to confirm that leaderful practice has been created and developed. It was also possible to indicate some of the factors that affect its development as shown previously in Table F.

Referring to Table F, eleven factors were identified as important for collaboration to take place. These factors were participative, communication, positive attitudes towards colleagues, commitment, helping others, sharing responsibilities, sharing of knowledge, listening to others, abide by decisions, cohesiveness and ability to solve problems. Regarding collectiveness, five factors were identified as important for it to take place and these were mainly team spirit, sense of belonging, collective decision making, willingness to accept and to work together, good interpersonal relations. Six factors were considered significant for compassion to take place and these were mainly empathy, tolerance, love, mutual understanding, trust and integrity. Four factors were considered important for concurrency to take place and these were mainly to show leadership skills, accountability, decision making and to accept the changes.

All the collaborators (C1, C2, C3 and C4) were given a high rating for all these factors. Results are shown in Table G. From Table G, it could be deduced that collaborators have been very participative in the discussions held. They have also developed their communication skills in line with the thoughts of Raelin (2004) and Fredrich et al (2009) since they were given more opportunity to share their ideas and their opinions freely. From their interactions, it could be said that they have developed a positive attitude towards their colleagues.

Discussions were held in a friendly, enthusiastic and humoristic manner, in a relaxed atmosphere where they could interact freely. The above findings were again confirmed in the second CAR. They have also shown their commitment to a large extent by participating fully in the focus group discussions and they were given a high rating on the scale (Table G). They have demonstrated their willingness to help others by responding very quickly and by giving their full support as and when required and they were given a high rating for that. They have shown their ability to share responsibilities and to share knowledge to a large extent as they have been sharing quite a lot of information during the discussions held. They have also shown a great capacity to listen to others, to abide by decisions, to be cohesive and to be able to solve some of the problems they had.

From Table G, it could be deduced that collectiveness has taken place to a large extent in line with Raelin (2000). This could be interpreted by the fact that collaborators had shown a high team spirit and shown their ability to act collectively. Gradually the bonding between themselves became stronger thus strengthening their team spirit and they were all given a high rating. They have also shown an increase in their sense of belonging as this could be gauged by the way they were dialoguing during the meetings held. They have shown their ability to make collective decisions and shown their willingness to accept and to work together by the way they have interacted and responded together. There was a major improvement in their interpersonal relations and this could be deduced by the way they interacted with each other.

From Table G, it could also be deduced that compassion has taken place to a large extent because all the collaborators (C1, C2, C3 and C4) have shown concern for their colleagues and felt strong empathy for each other while carrying the second CAR. Their tolerance power has grown impressively to a larger extent and they were all given a high rating. They have shown great love and compassion for each other and they have demonstrated their ability to understand each other mutually. They were all given a high rating (Table G). They have shown trust, integrity and ability to give equal treatment to their colleagues, in line with the views of Ross et al (1999).

As far as concurrency was concerned, the four collaborators (C1, C2, C3 and C4) were given a high rating as they have shown an improvement in their leadership skills, their accountability, their ability to take decisions and to accept changes during the second CAR process.

By discussing together on all the factors which were connected to the 4 “C’s”, it was clear that leaderful practice was taking place in the second CAR cycle in a very smooth manner. It was also certain that action learning, coaching, and work based learning were concurrently taking place as explained previously and all collaborators were participating fully and positively to a great extent in line with the views of Raelin (2011). By being fully involved in the project, it could also be said that all the collaborators were behaving in a leaderful manner. In other words, it could be deduced that there was an improvement in collaboration, collectiveness, compassion and concurrency.

### **Summary**

It can be concluded and confirmed that leaderful practice has been created and developed during the process of the second CAR cycle and that the collaborators (C1, C2, C3 and C4) have behaved collaboratively, collectively, compassionately and concurrently. It can also be said that some social and human resource skills as shown in Tables F and G were found to be essential ingredients or factors for the creation and development of leaderful practice at the MGI.

**Table G : Results showing rating for C1, C2, C3 and C4**

Collaborators	C1					C2					C3					C4				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Collaboration</b>																				
<i>Participative</i>					✓					✓					✓					✓
<i>Communication</i>					✓					✓					✓					✓
<i>Positive Attitudes towards colleagues</i>					✓					✓					✓					✓
<i>Commitment</i>					✓					✓					✓					✓
<i>Helping Others</i>					✓					✓					✓					✓
<i>Sharing Responsibilities</i>				✓					✓					✓					✓	
<i>Sharing of Knowledge</i>				✓					✓					✓					✓	
<i>Listening to Others</i>				✓					✓					✓					✓	
<i>Abide by decisions</i>				✓					✓					✓					✓	
<i>Cohesiveness</i>				✓					✓					✓					✓	
<i>Ability to solve problems</i>				✓					✓					✓					✓	
<b>Collectiveness</b>																				
<i>Team Spirit</i>				✓					✓					✓					✓	
<i>Sense of Belonging</i>				✓					✓					✓					✓	
<i>Collective Decision Making</i>					✓					✓					✓					✓
<i>Willingness to accept and to work together</i>					✓					✓					✓					✓
<i>Good Interpersonal Relations</i>					✓					✓					✓					✓
<b>Compassion</b>																				
<i>Empathy</i>					✓					✓					✓					✓
<i>Tolerance</i>					✓					✓					✓					✓
<i>Love</i>				✓					✓					✓					✓	
<i>Mutual Understanding</i>				✓					✓					✓					✓	
<i>Trust</i>				✓					✓					✓					✓	
<i>Integrity</i>				✓					✓					✓					✓	
<i>Equal Treatment to Colleagues</i>				✓					✓					✓					✓	
<b>Concurrency</b>																				
<i>Show Leadership Skills</i>				✓					✓					✓					✓	
<i>Accountability</i>				✓					✓					✓					✓	
<i>Decision Making</i>				✓					✓					✓					✓	
<i>Accept the Changes</i>				✓					✓					✓					✓	
<b>Total</b>																				

## 5.5 Data Analysis in the second CAR cycle

As stated before, thematic approach was used to analyse data as stated by Braun and Clarke (2006). I started familiarising myself with the data gathered. I tried to immerse myself in the data gathered so as to familiarize myself with the depth and breadth of the context. I started reading the data repeatedly as shown in Annex 2, searching for meanings and patterns. While I was going through the data, I underlined and memorised the main ideas and comments made by the different collaborators in the first column in Annex 2. Initially, the transcription of verbal data was made in written form by me and two officers. We tried to produce as far as possible a rigorous and “verbatim” account of all verbal utterances. The transcript contained the information that was needed to form the verbal account which reflected the truth from the original state. This task was tedious and time consuming given the fact that the collaborators had spoken in the kreol language, not in English. As a result, the verbal recordings which were basically in kreol had to be translated into English.

Then I started the process of generation of initial codes in the second column of Annex 2. Once I had familiarized myself with the data transcribed, I produced an initial list of ideas as stated by the collaborators, which I thought were meaningful and necessary. At this phase, I also produced some initial codes from the data. These codes identified certain aspects of data which appeared significant to me. As stated by Miles and Huberman (1994), this process of coding also formed part of my analysis, and as mentioned by Tuckett (2005), I organized my data into groups that were meaningful. The coded data were not necessarily similar to the themes which were identified later. The coding was done manually and I worked in a systematic way through the whole set of data so as to give attention equally to each and every item of data so as to identify parts that were recurring across the data set. Initially, after I had underlined the important parts, I tried to tabulate the information as shown in Annex 2, so as it would be easier for me to match the extract of the data to a code. This was done by copying data extracts from the original transcripts. I generalized as many codes as possible.

Then I started searching for themes. Once the data was initially coded and collected, there was a long list of different codes that was identified across the data set, this could be shown in the third column of Annex 2. The analysis was then re-focused at broader themes, rather than codes. This part comprised of sorting out the different codes into potential themes, and all the relevant coded data extracts were collated within the identified themes as shown in Tables H

and I. At this level, different codes were analysed and considered thoughtfully in order to combine them together to form a theme. The themes were also inserted near the codes as shown in Annex 2, so that I could sort out the different codes into themes. The themes were then refined. I reviewed all the coded data extracts again and again and I went through the themes repeatedly to consider whether or not there was a coherent pattern. Some themes had to be replaced by other more appropriate ones. Some themes did not reflect the data extracts, and those extracts had to be removed from the analysis. Once this level was over, then the next level had to be looked into and this was about whether the individual themes were valid in connection with the set data, and also whether the themes reflected the meanings as a whole in an accurate manner. At the end, several themes emerged. Tables H and I on the following pages are brief extracts from Annex 2 to provide an indication of how the initial coding was carried out based on the comments made by collaborators and how the theme emerged out of the codes. Table J then gives an indication of the final themes that have emerged from the thematic analysis of CAR 2.

At the next phase the themes were highlighted later in this chapter, in order to be presented for analysis and to analyse the data within them. This was meant to identify the existence of what the theme was about and looking at each aspect of data that each theme has captured. For each theme, it was essential to conduct and write a detailed analysis referred in each in relation to the research questions set. The three main themes that emerged out of the discussion were “Professional learning and development at the MGI”, “Human resource skills and social skills” and “Staff empowerment”. The reported findings were then shown in detail at a later stage and arranged thematically with the verbatim quotes of the different collaborators and CF and thereafter the data analysis was carried out based on the discussions and interactions held in relation to the literature review while constructing Table F gradually. A concise, coherent and logical account of the story was presented after carrying the analysis.

The following tables (H and I) are brief extracts from Annex 2 to give an indication of the comments made by Collaborators, the initial coding made and also the themes that have merged out of the codes.

**Table H : Brief extract from Annex 2 to indicate how the theme professional learning and development at MGI has emerged**

Collaborators Comments	Initial Coding	Emerging Themes
CF I went on internet and searched for the 4Cs and <u>collaboration</u> was defined as <u>dedication, accomplish work together</u> and engage with one another to work towards the mission.	Internet and searching  Collaboration and engage to work	Professional Learning and Development at MGI

The comments made by CF in Table H indicate that he had to make an effort for searching of information on the internet. In so doing, professional learning and development were taking place. By searching for information, he has demonstrated his commitment, his dedication and his engagement towards his work. Based on the above, the initial coding in the second column has indicated the learning process that was taking place and, consequently, the theme that emerged out of reflection on the above was “Professional learning and development at the MGI”, in line with the views of Raelin (2003). Extract from Annex 2 to show how coding has been carried out and how the second theme has emerged as shown in Table I.

**Table I : Brief extract from Annex 2 to indicate how the theme Human Resource and social Skills has emerged**

Collaborators’ Comments	Initial Coding	Emerging Themes
C1 Collaborators could be considered to mean <u>participative</u> , to have a <u>positive attitude</u> towards colleagues, to <u>communicate</u> properly and to <u>show commitment</u> , to <u>help others</u> , to <u>share responsibilities</u> .	Participation right attitudes  Communication Committed, helping and sharing	Human resource and social skills

(Table I continued...)

Collaborators Comments	Initial Coding	Emerging Themes
<p>C4 What is <u>positive attitude</u>? ..... In studies relating to <u>attitude skills</u>, it has been noted that it is further breakable.</p> <p>CF <u>Positive attitude may be value judgement</u>. For one person it could be <u>positive</u>...”</p>	<p>Right attitude Attitude skills</p> <p>Positive attitude Positive</p>	<p>Human resource and social skills</p>

In the above table, the comments of different collaborators were shown at different phases of the focus group discussions. In the first column, when the conversation of C1, C4 and CF were analysed, it could be deduced that certain social and human resource skills were essential in order to create and develop leaderful practice. Some of them were mentioned repeatedly at different stages of the focus group discussions. The initial coding in the second column has shown that “participation” and positive attitude”, together with other skills were repeatedly being referred to. Some of these skills were connected to human resource skills while others were related to social skills. So, in order to harmonise all the skills and to bring them together under one umbrella, the main theme “human resource skills and social skills” could be seen to emerge as shown in the third column of Table I. Some of these skills were in line with Raelin (2003), Likert (1961) and Ostroff (1992).

The following table gives an indication of the themes that have emerged from thematic analysis of CAR 2

**Table J : Themes that have emerged from thematic analysis of CAR 2**

	Main themes
1.	Professional Learning and Development at the MGI
2.	Human resource skills and social skills
3.	Staff Empowerment

The findings which were reported in detail in the following pages and which form part of the thematic analysis were arranged with a number of verbatim quotes to present the voices of the collaborators and the CF in an accurate and precise manner. The analysis of data was carried out mainly when there was a lengthy discussion and interaction of all the collaborators, during the gradual construction of the observation grid which was proposed by all the collaborators collectively during the discussions held while selecting the different words required in the grid (Table F).

## **1. Professional learning and development at the MGI**

The first theme that emerged out of the discussion was “Professional Learning and Development”. In connection with the terms collaboration and concurrency CF stated with great confidence that:

*“I went on the internet and searched for the 4Cs and collaboration was defined as dedication, accomplish work together and engage with one another to work towards the mission Concurrency was found to be working together while being a leader at the same time.” (Normal tone and firm voice, clear language).*

CF had shown his collaboration, his commitment, his interest, his dedication and his motivation to learn more about the four “Cs”. He went on the internet on his own accord to find out about the four “Cs”. The above statement was a clear example to show that professional learning and development were taking place and the collaborators were learning together through the processes of action learning, coaching and work based learning. The above statement was in line with Wood (2005) who put emphasis on the study of leadership above the individual level so as to interact at various multiple levels.

The issue of professional learning and development was in line with the views of Raelin (2003) in the literature review wherein he has mentioned that professional growth of the leader and staff were important so as to empower people and this could only happen if they were engaged in learning, searching, carrying research work, and workshop, thus promoting a learning culture. He also stressed upon the fact that professional development was necessary for learners and teachers inculcating a positive attitude and continuous improvement was found necessary for the success of a school.

## 2. Human resource skills and social skills

The above theme was the second one to emerge out of the discussions held about the different factors that should figure in the observation grid. All collaborators gave their views very positively, actively, enthusiastically, vividly and honestly. They have been fully involved in the focus group discussions in a collective, collaborative, concurrent and compassionate manner so as to submit their views. Participation, positive attitudes, communication and commitment were considered to be key factors for collaboration to take place and their importance was highlighted. All of them have given their comments with great enthusiasm in a confident manner and this has proved how participative they have been during the discussions held. They have spoken in a clear language, in a normal tone, in a relaxed manner with a happy face.

From the above discussions, it could be deduced that if a person wishes to collaborate, he will automatically participate fully in any activity organized in the school or the department and he will demonstrate a positive attitude. He will also communicate in an appropriate manner and he will show his commitment and be willing to help others unconditionally and share responsibilities. The above findings are in line with the proposals made by Friedrich et al (2009) who also lays emphasis on participation, interaction and communication. The above explanations could be confirmed when C1 mentioned that:

*“Collaboration could be considered to mean participative, to have a positive attitude towards colleagues, to communicate properly and to show commitment, to help others, to share responsibilities.” (Smile, low tone)*

The key words used by C1 were “participative”, “positive attitude”, “communicate”, “commitment”, “helping” and “sharing responsibility”. There was a consensus on all these factors and they all unanimously agreed on the above terms to be incorporated in the grid.

Some of those identified skills were in line with the thoughts of Raelin (2003) in the literature review who has highlighted the significance of the accountability, empowerment, commitment, relationship building, shared leadership, love, humility, moral values, social values, authority and integrity. Likert (1961) and Ostroff (1992) have also put a lot of emphasis on positive attitudes and its relation with collaboration to increase the effectiveness of an organisation. Cameron and Freeman (1991) and Quin and Spreitzer (1991) have in a similar manner considered the

importance of cohesiveness, empowerment and participatory decision making process to be significant in enhancing satisfaction among staff.

For the same issue, C4 stated that:

*“When we decide on each element, it has to be precise and it should not overlap. The meanings of each element have to be defined by the researcher at a later stage. Define ‘participative’ (simple language, normal voice)*

Once again the element of collaboration was seen to be quite strong when C4 used the word “we” and not “I”. He was very concerned, careful and wanted all the collaborators to be precise about the selection of the different wordings in the observation grid. The above statement also indicates the seriousness of C4 in being part and parcel of this project. This was in line with the philosophy of Staratt (2001) as stated in the literature review and also in line with the views of Raelin (2011).

C3 replied by saying:

*“Participative is how a person is fully involved in any task he is assigned to do. Is he reluctant to participate in that? Is there interaction on his side?” (firm tone, clear language).*

It could clearly be deduced that C3 was also very participative and collaborative during the discussions held.

C4 added that:

*“The thesis will be based on the results of the above. It should be well conducted. All the words or paraphrases should be well-defined. The key elements falling under collaboration are further breaking the collaboration factor. Lumping them altogether will then define collaboration.”(Normal tone, simple and clear language)*

C4 was again showing his concern and was quite cautious and careful in defining and selecting the different terms to be used in the grid. This showed his seriousness in participating in the

second CAR. The above discussions were in line with Raelin (2011), who has stated that everyone participates in the process of leadership. All collaborators responded in a very vivid and enthusiastic manner. This could be shown when C4 said,

*“What is positive attitude? It was a bit tedious to define , it is in fact further breakable. In studies relating to attitude skills, it has been noted that it is further breakable.” (Normal voice, and clear tone with a simple language)*

The element positive attitude was considered as a very important factor because the collaborators have expressed themselves quite lengthily on this issue.

C2 further added:

*“Attitude is the way people behave with each other.”(simple language, normal tone)*

CF further clarified that:

*“I asked the same question yesterday. Positive attitude may be value judgment of a person. For one person it could be positive while for another person, it could be negative.” (Smiling face, normal voice, clear language)*

C3 stated that:

*“Positive attitude may fall under participation itself as and when someone participates in a particular task assigned to him, then he, in fact is having a positive attitude which is pushing him to do it. Removing positive attitude and putting common interest in its place will be recommended. For example, collaboration between MGI and MIE, each has a common shared goal or common interest. (Firm tone, normal voice and clear language)*

C1 stated:

*“Dedication to work, would be a more appropriate word to be used there.” (Low voice, clear language.)*

C4 mentioned that:

*“Talking about positive attitude, the following questions are pertinent to be asked. Is the attitude positive towards Head? Is attitude positive towards the work? Is the attitude positive towards the other colleagues? A researcher should have an operational definition to term the elements falling under the four ‘Cs’ and they should be neat and precise. Positive attitude towards colleagues or staff would also be suitable to be put under collaboration as it is in itself a positive attitude.”*

Finally, “positive attitude towards colleagues” was found important and suitable and it was approved unanimously for it to figure under the category of collaboration in the observation grid. From the interactions of the collaborators, from their conversations, from the language used, from their tone, from their body language, from their attitudes and from their behaviours, it could be deduced that they had shown great interest and motivation in discussing about positive attitudes towards colleagues and in including them in the observation grid as it was considered to be an important aspect for them and without it, collaboration would not be possible. Regarding the term “commitment”, the collaborators responded equally in a positive manner and have shown its importance in the field of collaboration by making the following statement.

CF *“Criteria that take into account a sustaining commitment which falls under collectiveness. This commitment should be sustained through cohesiveness, for example conflict and consensus will come under collectiveness. (Firm voice with confidence, and simple language)*

C3 pointed out *“Commitment is personal engagement.”*

C4 informed that : *“Commitment in terms of what and whom.”*

CF further added:

*“Sustained commitment would be better than commitment.”*

According to CF, a sustained commitment would mean ensuring that the work was done continuously by the staff concerned in order to achieve the department goals.

Finally, it was decided to put “commitment” in the grid, under the item “collaboration”.

Following discussions, it was proposed by C1 to put “helping others” under the category of collaboration. The aspect of “helping others” was considered to be very important by all collaborators and they all appeared to be agreeable to the comments made by C1 in a firm voice and a clear language. This could be interpreted from the affirmative facial expressions of all collaborators when C1 made the following comment:

C1 - *“Helping others should also fall under collaboration.”(Firm voice and clear language)*

The next issue of discussion was based on “sharing responsibility” when C3 made the following proposal in a confident manner using a simple language in a normal tone:

*“sharing responsibility would be suitable to add in the context.”(normal tone, simple language)*

C1, C2 and C4 agreed immediately on the comments made by C3 and this was demonstrated when they nodded their heads affirmatively.

Furthermore C1 has stated:

*“Sharing responsibilities, sharing of knowledge, listening to others, abide by decisions, sustaining commitment and cohesiveness would figure under collaboration.”(Firm tone and simple language)*

CF further added that:

*“Cohesiveness is the harmony in decision making”*

The above statement was agreed upon by all collaborators and they simply acknowledged what C1 has said in a very positive manner. This proved that these elements or factors were considered to be very important as far as collaboration was concerned.

C2 has mentioned that:

*“Listening to others, abide by decisions, ability to solve problems” would also come under the category of collaboration. Those showing these qualities reveal the extent to which they collaborate.”*

The statement made by C2 was accepted by all collaborators. This could be interpreted by their expression and their body language. A consensus was finally reached and the following factors were included in the observation grid under the category of collaboration.

- Participative
- Communication
- Positive attitudes towards colleagues
- Commitment
- Helping others
- Sharing responsibilities
- Sharing of knowledge
- Listening to others
- Abiding by decisions
- Cohesiveness
- Ability to solve problem

After having agreed on the elements affecting “collaboration”, the next issue on which discussion took place was about collectiveness and C1 said:

*“Collectiveness is the sense of belonging, team spirit and collective decision making.”(Simple language, normal tone)*

CF added in a firm tone using a simple language:

*“The willingness to accept and to work together to engage and be supportive to one another. The source of this information is from the internet most specifically from journals based on leaderful practice.” (Firm voice, simple language ).*

Collaborators nodded in an affirmative manner. From the above statement, it could be said that both learning and reading were taking place along with action learning, work based learning and coaching. The above statement showed the extent to which the collaborators were fully involved in the research study. The language used by CF was indeed interesting. A lot of sharing and exchange of information was taking place in this process. It also showed their willingness to work together and according to them this was an important factor to consider

while considering collectiveness. The last point proposed by C4 was about interpersonal relations. He expressed himself with his low voice happily using a simple language by stating that:

*“Good interpersonal relations were an essential requirement to show collectiveness in decision making.”(Low voice, happy face and simple language)*

All collaborators accepted this factor without objection and this was included in the observation grid. Finally, after reaching a consensus, the following factors were included under item collectiveness.

- Team spirit
- Sense of belonging
- Collective decision making
- Willingness to accept and to work together
- Good interpersonal relations

After “collectiveness”, the next issue which was discussed was “compassion”. C2 mentioned that:

*“Compassion refers the extent to which people in an organization are committed to preserve the honour of an individual in the system irrespective of the status, caste or creed of one and all.”*

C4 said: *“you should be able to feel what they feel.”*

CF mentioned: *“It is not to hurt the feelings of other people.”*

C1, C2 and C3 unanimously agreed with the above statement. As researcher, I intervened to clarify and I stated that compassion could be considered to be empathy, tolerance and love. All collaborators agreed with my statement.

C4 added: *“Mutual understanding could also be categorized under compassion.” (High pitched voice, simple language)*

The other collaborators acknowledged the proposals made by C4 and this could be perceived on their facial expressions and by their body language. It could be interpreted that “mutual understanding” was indeed important and deeply related to compassion.

Relating to compassion CF mentioned confidently that:

*“It is integrity which is self respect and treats each colleague as equal or gives fair treatment.”(Simple language, normal tone).*

C4 stated that: *“Integrity can be referred as mutual understanding.”(Simple language normal tone)*

CF highlighted:

*“Integrity might be equal treatment to others. For example, if there is a meeting, then even the clerical officer is concerned with what is being discussed in terms of ideas and suggestions. He or she should be given equal treatment and respect. There should be no superiority or inferiority complex.” (Firm tone, serious looking, and complex language)*

From the above statement, it could be said that “integrity” and “equal treatment” were considered to be equally very important irrespective of the hierarchical position of the staff. Somebody who showed these qualities was expected to treat one and all in the same manner no matter what his or her status is. Finally, it was collectively decided to categorise the following factors under compassion:

- Empathy
- Tolerance
- Love
- Mutual understanding
- Trust
- Integrity
- Equal treatment to others

After having agreed on the factors relating to “compassion”, the final issue which was discussed was on “concurrency”. It was defined by C1 as follows:

*“It is the extent to which people within the department of the organisation in an institution or department acts as a leader at the same level.”*

CF said: *“accepting changes can also form part of concurrency.”*

C4 happily stated, using a normal voice in a simple language:

*“Ability to solve problem, accessibility and decision making should also form part of concurrency.”(Happy face, normal voice and simple language)*

C1, C2 and C3 agreed with the above proposals. This could be perceived and interpreted by their body language and their facial expressions. C2 further added in a low tone using a simple language.

*“Showing leadership skills and accountability also fall under concurrency.”(Low tone, simple language)*

From the above statements, it could be deduced that for “concurrency” to prevail, one had to show the ability to solve problems, be accessible and be able to take decisions. One should also be able to show leadership skills, accountability, take decisions and readily accept changes. Finally after reaching a consensus, the following elements were included in the category “concurrency”.

- Showing leadership skills
- Accountability
- Decision making
- Accepting the changes

After having agreed upon the different proposals and after having reached a consensus, Table F as illustrated previously was constructed. Taking into consideration the sociocultural background of each collaborator and taking into consideration the language and the tone used

and the way they expressed themselves, it was found that certain skills were necessary to enable collaborators to become leaderful. These skills were referred to as social and human resource skills by C4. From the interactions of the collaborators, through their conversations, from the language they used, from their tone, through their body language, from their attitudes and behaviours, it could be deduced that they have shown great interest and motivation in discussing about the different human resource skills and the social skills needed to demonstrate collaboration, collectiveness, compassion and concurrency. It could be deduced that, the 4 “Cs” were related to those human resource and social skills. It could also be said that they were important factors that had an impact on the development of leaderful practice at the MGI. All collaborators agreed collectively that those skills were related to the 4 “Cs”. These skills could be measured in a likert scale and recorded for each staff in their respective departments. It was important to put a likert scale (1-5) in the observation grid in order to measure the extent to which the staff in the department was collaborating, acting collectively, compassionately and concurrently. Through discussions, they have shown how leaderful practice has taken place in a very smooth manner. At the same time, coaching, action learning and work based learning were taking place and they were participating fully and positively in the decision making process to a great extent. All the above was in line with Raelin (2011), Megginson and Boydell (1979), Mink et al (1993), Hunt and Weintraub (2002), Boud and Salamon (2001) and Pedler (2008) as highlighted in the literature review.

It could be said that in order to enable the processes of coaching, work based learning and action learning to take place, the collaborators and the researcher played a significant role in line with the thoughts of Cadwell (2003) who highlighted that the change agents played very important roles in taking initiatives, in the implementation and management of changes in the institution. In the present context the collaborators and researcher were both acting as change leaders in line with the thoughts of Kanter (1984) and they were trying to bring some changes at the MGI which were in line with the thoughts of Kanter (1999), Beer, Eisentat and Spector (1980) and Howell and Higgins (1990).

### **3. Staff Empowerment**

The third theme that emerged out of the discussion was “Staff Empowerment”, specifically when C3 stated that:

*“Positive attitude may fall under participation itself as and when someone participates in a particular task assigned to him, he, in fact is having a positive attitude which is pushing him to do it. Removing positive attitude and putting common interest in its place will be recommended. For example, collaboration between MGI and MIE, each has a common shared goal or common interest.”*

The above statement as mentioned by C3 in a firm tone, normal voice and a clear language indicated that staff was being empowered. In other words staff was being assigned additional responsibilities so that they could have more authority and power to act. This was perceived to be an essential factor for leaderful practice to take place successfully. It could be deduced that if there were no staff empowerment at the MGI, it would become practically difficult to create or develop leaderful practice in the institution. The above finding was in line with the views of Raelin (2003), Cameron and Freeman (1991) and Quin and Spreitzer (1991) who have recognized the importance of staff empowerment, cohesiveness and participatory decision making process to promote the satisfaction of employees.

#### **Summary**

It could be deduced that leaderful practice was, in fact, gradually being created and developed at the MGI through the processes of coaching, work based learning and action learning in line with Raelin (2003). The aspect of professional learning at the MGI was also developed. The four “Cs” of leaderful practice were found to be strongly related to certain factors referred to as human resource and social skills. It was necessary for staff to develop and to possess these social and human resource skills in order to demonstrate leaderful practice. It was found that these skills were found to have a great impact on the development of the 4”Cs” and without them, it was difficult to create and develop leaderful practice in the institution.

## **5.6 Reflection in the second CAR cycle**

In this phase, we all met to discuss and to reflect collaboratively on the findings. This reflection phase was in line with the philosophy of Revans (1982), who puts emphasis on the team who meets to discuss and reflect together in order to plan ahead. All collaborators have shown their commitment in reflecting together and once again this was in line with the philosophy of Mc Taggart (1991).

It was seen how the creation and development of leaderful practice at the MGI has taken place gradually as compared to the first CAR cycle, because the staff was empowered by being granted more freedom and authority to act independently on their own and to interact during meetings. They were also being developed, and trained through the processes of coaching, work based learning and action learning. Furthermore, it was found that certain factors were in fact essential ingredients in the creation and development of leaderful practice. Some of these factors were identified as professional learning and development, human resource skills, social skills and staff empowerment.

In spite of the positive outcome, all the collaborators strongly felt that it was not easy to create and develop leaderful practice in the whole institute because it was quite a big institution and the staff force was huge. This was in line with the views of Platteel et al (2010) who have pointed out that difficulties are encountered in a CAR cycle situation due to the complex nature of the collaborative relationships and the obstacles present in conducting research with others.

The Institute had several objectives and functions according to the Mahatma Gandhi Institute Act (2002). Although it provides education at tertiary levels, it also provides education at secondary and prevocational level. The MGI is a unique institution in the Indian Ocean region. Along with education, it has the mission to promote Indian culture and Gandhian values and philosophy. In this CAR cycle, only a section or a group of people was directly involved in creating leaderful practice at the MGI and this was really not sufficient to handle the whole institute at a time. In the light of the above, it was proposed that a similar exercise needs be carried out extensively with the staff working in the schools or departments of the collaborators. Data could be collected in the focus group discussions and by observation and then be recorded in the observation grid. It could then be analysed and a reflection be made so as to proceed further.

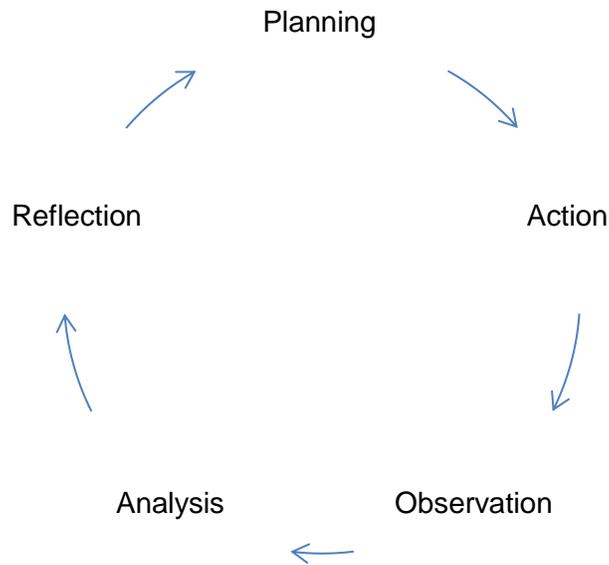
Given that this exercise was time consuming and tedious, it was very difficult to get everyone together for discussions, because each staff had his or her own commitment and workload. Furthermore, it was difficult to come up with an economical method of work because a lot of information was being processed over a limited period of time. There were several criticisms from certain quarters and these had to be tolerated so as to avoid a conflictual situation in the MGI system.

Taking into consideration the themes that have emerged in the second CAR cycle, it was recommended that the creation and development of leaderful practice be tested this time in the respective schools and departments for each collaborator and a similar exercise be carried out for the third CAR cycle in order to see whether leaderful practice had, in fact, been created and taken place or not and the extent to which staff has behaved collaboratively, collectively, concurrently and compassionately. In order to achieve the above goal, data would have to be collected by the collaborators while planning, preparing and conducting Semester I exams for BA and MA students scheduled for November 2013.

**CHAPTER 6**  
**FINDINGS OF THE THIRD COLLABORATIVE ACTION RESEARCH (CAR) CYCLE**

**6.1 Introduction to the third (CAR) cycle.**

The purpose of the third CAR cycle is to investigate whether leaderful practice has been created in all the tertiary schools, to identify those factors which had an effect on leaderful practice at the MGI and also to find out the extent to which those factors had an impact on the development of leaderful practice. So a similar exercise has been carried out for CAR cycle 3 by the collaborators but this time with staff of their respective departments/schools. In this cycle data have been collected by observation and recorded in an observation grid. They have also been collected through discussions and brainstorming by the collaborators, while planning, preparing and conducting Semester I examinations scheduled for November/December 2013, for BA and MA students in the different fields. The different steps involved were similar to the second CAR cycle as stated below and included the planning phase, the action phase, the observation phase, the analysis phase and the reflection phase as shown in Figure 6.1.



**CAR Cycle**  
**Figure 6.1**

## 6.2 Planning Phase in the third CAR cycle.

This phase included the following steps:

- Discussion with collaborators
- Posing of specific research questions for this phase
- Identification of academic staff and determination of target population who would collaborate in the third CAR cycle
- Preparing the Semester I examinations for November/December 2013

The objective of the first step is to discuss and brainstorm with the collaborators on the questions that were set with the academic staff of the different schools/ departments based on McNiff (1996) as indicated in Table K.

**Table K : Questions set for third CAR cycle based on McNiff format**

What issue do I wish to investigate?
Why do I wish to investigate this issue?
What is my research question?
Who will I involve as my collaborators?
Who will I ask to be my critical friends and validation groups? Will they be available?
Will I have sufficient resources? Will I have the necessary technology?
Will I have institutional support?
Do I need permission to do my project?
How will I reassure people of my ethical conduct?
What is my timeline? Is my project feasible? Is it manageable?
How do I implement my plans?
How will I monitor the actions?
Which actions will I monitor?
How will I gather more data about the action and what kinds of data will I gather?
How do I ensure that my data are relevant, and how do I sort, analyse and interpret data?

The outcome of the planning phase started with discussions I had with the focus group. In the course of the discussions, I had with all the collaborators and the CF it was agreed that for the third CAR cycle the issue of investigation was firstly to make an assessment as to whether development of leaderful practice has been created in the different schools and departments of the collaborators, secondly to identify factors that affect its development, and thirdly to verify the extent to which the human resource and social skills identified in CAR have been developed by the staff concerned. The research questions were similar to the second CAR cycle. The focus group was the same as the one identified in the second CAR cycle and one academic staff who was my CF.

The CF was requested to collaborate in the focus group discussions and his views were taken into consideration. In this manner, the outcome was validated by both the CF and all the collaborators. Resources were made available to them. Furthermore, they also had to inform all the academic staff that the data collected would remain confidential.

In the third CAR cycle, it was agreed that the plan would be implemented through meetings, by face to face interactions, discussions, brainstorming and observation. The behaviour and attitudes of academic staff in the different departments were observed and recorded by giving a rating to each of the components in the grid. The actions were monitored by discussing with the collaborators, and by receiving and giving feedback to them, by communicating with them verbally and by contacting them on the phone. Data were collected in the observation grid through observation. Analysis of data was conducted in the same manner as CAR 1 and CAR 2 using a thematic analysis approach. As pointed out, the questions posed for this cycle were based on McNiff et al (1996) as shown in Table K.

### **6.3 Action phase in the third CAR cycle**

In this phase, the following actions were taken

- Convening of all the collaborators and critical friend for the focus group discussions
- Briefing and explaining the collaborators of the purpose of the meeting
- Interacting with the collaborators on how to implement the plan
- Distribution of copies of observation grids to all the collaborators through dspatch and requesting them to submit the grids to me after duly filling them.

- Preparing for conduct of Semester I exams in each school
- Conducting the Semester I examination in November 2013 by collaborators and their staff
- Submission of marking schemes, to office concerned once the examinations were over
- Observation of the staff by the collaborators and recording their attitudes and behaviour in the observation grid and rating each one of them to show the extent to which the social skills related to the 4 “Cs” have been created and developed.
- Deciding upon the methods to collect and analyse data

Explanations were provided to the collaborators on the purpose of the third CAR cycle which was to analyse whether leaderful practice has taken place in all the five tertiary schools and departments while carrying the activity related to the conduct of semester 1 November/December 2013 examinations for the diploma, degree, post graduate degree and post graduate certificate in education courses for the semester and also while carrying the exercise of marking the scripts after the examinations. A brief on the previous CAR cycle was given to them together with the themes that emerged. The four collaborators were then requested to explain how the plan was implemented in their respective schools or departments and how the actions were monitored. They expressed themselves by indicating that they had collected data for their respective staff who were involved in the discussions held which were carried out within their respective departments. By carrying the above, they were in a position to determine whether leaderful practice has been created and developed in their schools and they have also recorded their observations in the observation grid so as to determine the extent to which their staff have developed the four “C’s”. They all behaved in a relaxed and enthusiastic manner using a normal tone.

They were also informed that the data would be gathered not only by observation and filling of the observation grids, but also through discussions, interactions, brainstorming and focus group meetings. The data collected would be recorded in a tape recorder and also by handwritten notes. Finally following discussions it was decided that data would be analysed using a thematic approach. In order to demonstrate the 4 “Cs”, all the forms were filled in by the four different collaborators and submitted to me for analysis. The responses were categorized into four groups which were, namely, collaboration, collectiveness, compassion and concurrency.

During the discussions, “staff empowerment” was the first important issue raised by C1, C3 and C4. The three collaborators have put a lot of emphasis on staff empowerment while discussing. It was stated that staff were given more opportunities to take new initiatives and actions so as they could feel that they were empowered. They also felt that many new activities should be conducted on quite a regular basis so as to enhance staff empowerment. It was pointed out that question papers were discussed together for the first time. The staff involved, were really motivated because they were given the opportunity to express their views openly. They felt that they were being respected, given that their views were taken into consideration.

The next point of discussion was about human resource and social skills. From the statement made by the collaborators, some of the human resource and social skills were identified gradually. From the above, there was an indication that leaderful practice was in fact, taking place in line with Raelin (2011) and, at the same time, coaching, work based learning and action learning were taking place concurrently. Some of those identified human resource and social skills included “participation”, “positive attitude”, “good communication skills”, “team spirit”, “commitment”, “good leadership”, “respect”, “belonging”, “punctuality”, “management”, “sharing”, etc... For the schools of C1 and C3, the development of leaderful practice could vividly be seen but for the school of C4, it was a bit slow and staff were not willing to assume their responsibilities.

The next issue on which discussion took place was “communication”. C3 and the other collaborators reported that the staff in two schools were very happy to participate in the CAR cycle as they felt that they were given the chance to express themselves openly. C3 also pointed out that there was a serious lack of communication in the school and staff were not able to express themselves openly and a lack of freedom of expression and sharing of information was also felt.

The next subject on which discussion took place was about “training”. They all unanimously agreed that there was a lack of training of staff in management. It was also felt that there should be management courses, workshops on-the-job training and more involvement of academic staff in administrative and management works so that they could be trained and acquire the management experience required to enable them to deal with administrative and management issues so as they familiarize themselves with the examination procedures in a more appropriate way.

The discussion continued and the next subject discussed was “staff development and professional learning”. These two issues were found to be significant for leaderful practice to take place smoothly. At a certain point, it was seen that professional learning was concurrently taking place together with action learning, coaching and work based learning as the staff concerned have taken new initiatives to prepare the question papers for examinations which was not the case before. They have also stressed upon the learning process of the staff.

Discussions then took place on “hierarchy”. Hierarchy was, in fact, found to be the cause of delay which affected the smooth running of the organisation and this was unanimously agreed upon. The last point on which discussion took place was on “recruitment of qualified staff” in certain specific fields. For example, the need of an examination officer at the MGI was badly felt so as to take care of all the examination procedures and processes and also someone who was fully aware of pedagogy and curriculum. All the collaborators took good note of what was discussed and proposed.

#### **6.4 Observation Phase in the third CAR cycle using the observation grid**

In order to carry the observation phase for the third CAR cycle, a copy of the grid was submitted to all collaborators and they were requested to reproduce the copies so that they could rate their academic staff accordingly, fill in the forms and then submit them to me. The action to be taken by all of them was in line with the philosophy of Mc Taggart (1996) and Mc Kernan (1991) who basically show that collaborative action research is about a group of people who work together. Once I get the forms, I would be in a position to see if leaderful practice has been created and developed. I would also be in a position to analyse the extent to which the staff of the tertiary education sector of the MGI were behaving in a leaderful manner and whether they were acting collaboratively, collectively, concurrently and compassionately and whether they have developed their social and human resource skills. From the responses and findings received from my four collaborators, the following results were obtained from observation made by C1, C2, C3 and C4 .

#### **Observation of 5 staff (A, B, C, D, E) by C1**

Five observation grids were obtained from C1 for five different staff namely; A, B, C, D and E. The results as per Table L gave a clear picture of the extent to which the five members of staff

have shown their collaboration, collectiveness, compassion and concurrency. Details of results (Table L) show that 80% of staff in the school have demonstrated a high level of collaboration, collectiveness and compassion while only 60% have shown a high level of concurrency. 20% of staff have shown their collaboration, collectiveness and their compassion to a little extent, while 40% have shown their concurrency to a little extent. From these results, it could be deduced that there was a positive tendency to develop leaderful practice by staff members of C1 but improvement in certain elements was still required.

The majority of staff was seen to be participative, communicative, and with a highly positive attitude. They also showed their commitment, and their ability to help others. They shared their responsibilities and their knowledge to a large extent and they also listened to their colleagues thus developing their listening skills. They tried to abide by decisions, and they were cohesive and showed their ability to solve problems. They have shown a team spirit, their sense of belonging, their willingness to accept and to work together and their high interpersonal relationship. They have shown great empathy, tolerance, love, mutual understanding and trust towards each other. It could be concluded that there was a willingness to create and develop leaderful practice in the school of C1, as the staff members have been behaving in a leaderful manner and shown a high level of collaboration, collectiveness, compassion and concurrency towards each other. Their social and human resource skills have been developed in a positive and gradual manner. At the same time, coaching, work based learning and action learning could be witnessed vividly while the CAR 3 cycle was being carried out. This was in line with the views of Raelin (2011).

**Table L : Results from school 1 to give an indication of the number of staff and percentage of staff showing the 4 “Cs”**

School	No of Staff showing the 4 “C’s” to a large extent	% of staff showing the 4 “C’s” to a large extent	No of Staff showing the 4 “C’s” to a little extent	% of staff showing the 4 “C’s” to a little extent
No of staff showing collaboration	4	80%	1	20%
No of staff showing collectiveness	4	80%	1	20%
No of staff showing compassion	4	80%	1	20%
No of staff showing concurrency	3	60%	2	40%

**Observation of 6 staff (I, Y, E, S, G, D) by C2**

Six observation grids were received from C2 for six different staff namely I, Y, E, S, G, D. The results as shown in Table M have demonstrated clearly the extent to which the six staff were behaving in a leaderful manner and showing their collaboration, collectiveness, compassion and concurrency.

**Table M : Results for school 2 to give an indication of the number of staff and percentage of staff showing the 4 “Cs”.**

School 2	No of staff showing the 4 C’s to a large extent	% of staff showing C’s to a large extent	No of staff showing 4 C’s to a little extent	% of staff showing 4 C’s to a little extent
No of staff showing collaboration	3	50%	3	50%
No of staff showing collectiveness	1	16.7%	5	83.3%
No of staff showing compassion	2	33.3%	4	66.7%
No of staff showing concurrency	1	16.7%	5	83.3%

Details of results from Table M revealed that out of six staff, three of them, that is 50% of staff have shown their collaboration to a large extent and three of them that is 50% , have shown it to a little extent. One staff out of six, that is, 16.7% has shown his collectiveness to a large extent while five staff, that is, 83.3% have shown collectiveness to a little extent only. Out of the six staff, two of them, that is, 33.3% have shown compassion to a large extent and four of them, that is, 66.7% have shown it to a little extent only. Out of the six staff, one of them that is 16.7% has shown concurrency to a large extent and five of them, that is, 83.3% have shown concurrency to a little extent only.

The results have indicated that the six staff have developed leaderful practice up to a little extent only as they have shown their collaboration, collectiveness, compassion and concurrency to a little extent only. The need to improve a lot for the creation and development of leaderful practice in this School was still felt. In other words, it could be deduced that the majority of staff was behaving in a collaborative, collective, compassionate and concurrent manner to a little extent only and a lot of effort had to be put so that to create and develop leaderful practice. From Table M, it could also be said that staff members of that particular school, had to make more efforts in order to develop their human resource and social skills.

#### **Observation of 4 staff (S1, S2, S3, S4) by C3**

C3 had four staff (S1, S2, S3, S4) working under his supervision and he submitted his observations for his four staff members. The results as per Table N, have clearly demonstrated the extent to which the four staff were behaving in a leaderful manner, thus showing the extent to which they were collaborating, acting collectively, compassionately and concurrently.

**Table N : Results from school 3 to give an indication of the number of staff and percentage of staff showing the 4 “Cs”**

School 3	No of staff showing 4 “C’s” to a large extent	% of staff showing the 4 “C’s” to a large extent	No of staff showing the 4 “C’s” to a little extent	% of staff showing 4 “C’s” to a little extent
No of staff showing collaboration	-	-	4	100%
No of staff showing collectiveness	-	-	4	100%
No of staff showing compassion	1	25%	3	75%
No of staff showing concurrency	1	25%	3	75%

Details of results from Table N revealed that all the four staff that is 100% have shown their collaboration and their collectiveness to a little extent only. However, out of the four staff one of them, that is 25% has shown compassion and concurrency to a large extent and three of them, that is, 75% have shown compassion and concurrency to a little extent only. From Table N, it could be said that the majority of staff of school three have hardly shown their collaboration and collectiveness, 25% of staff have however shown compassion and concurrency to a large extent and 75% have shown them to a little extent. Improvement was intensely required. From the results, it could be deduced that there was a need for S1, S2, S3 and S4 to improve in various ways so as to become more leaderful and to show their collectiveness, compassion, collaboration and concurrency. Consequently, from Table N, it could be said that their human resource and social skills were quite poor and they had to improve further.

**Observation of two staff (A, B) by C4**

Two observation grids were obtained from C4 for two different staff namely A and B. The results as per Table O showed the extent to which the two staff have demonstrated their collaboration, collectiveness, compassion and concurrency.

**Table O : Results from school 4 to give an indication of the number of staff and percentage of staff showing the 4 “Cs”**

School 4	No of staff showing 4 “C’s” to a large extent	% of staff showing the 4 “C’s” to a little extent	No of staff showing 4 “C’s” to a little extent only	% of staff showing 4 “C’s” to a little extent only
No of staff showing collaboration	-	-	2	100%
No of staff showing collectiveness	-	-	2	100%
No of staff showing compassion	-	-	2	100%
No of staff showing concurrency	-	-	2	100%

The results from Table O showed that the two staff of the school that is 100% of the staff has shown their collaboration, their collectiveness, their compassion and their concurrency to a little extent only. As a matter of fact, a lot of improvement was required.

The results have indicated that collaboration, collectiveness, compassion and concurrency were very poor for both A and B. A lot of work would have to be carried out in the school in order to enable the creation and development of leaderful practice to take place in the school. It could also be deduced that the human resource and social skills of the staff in these schools were very poor and they had to make a lot of effort in order to improve.

**Conclusion**

An overall assessment of the results revealed that a minority of the academic staff of the MGI was demonstrating their full collaboration at the MGI. Consequently, the number of people showing their collaboration to the Institution was low. There was a need to improve the situation as far as collaboration of staff at the MGI was concerned. A minority of staff was showing collectiveness at work. From the results, it could be deduced that, although collectiveness had developed to a little extent, a lot still remained to be done for staff to develop their collective behaviour. The results also revealed that the majority of staff were compassionate. However, the degree of compassion varied from department to department and from school to school.

Considerable improvement was required in order to improve compassion at MGI. Results have also shown that staff showed very little concurrency. It could be deduced that there was a need to improve concurrency as it has been created and developed to a little extent only. It could be concluded that in general the human resource and social skills of academic staff at the MGI were poor and improvement was required.

The overall results were calculated and shown as per Table P.

**Table P : Overall results for the 4 schools to give an indication of the total number of staff and total percentage of staff showing the 4 “Cs”**

	Total staff showing the 4 “C’s” to a large extent	% of staff showing 4 “C’s” to a large extent	Total staff showing the 4 “C’s” to a little extent	% of staff showing the 4 “C’s” to a little extent
Total number of staff showing collaboration	7	41.1%	10	58.8%
Total number of staff showing collectiveness	5	29.4%	12	70.6%
Total number of staff showing compassion	7	41.1%	10	58.8%
Total number of staff showing concurrency	5	29.4%	12	70.6%

Out of a total staff, seven that is, 41.1% have shown their collaboration and compassion to a large extent and ten that is, 58.8% have shown their collaboration and compassion to a little extent only. Five staff, that is, 29.4% have shown their collectiveness and concurrency to a large extent and twelve staff that is 70.6% have shown their collectiveness and concurrency to a little extent. Consequently, it can be said that leaderful practice has been developed in all schools at an average of 35% and 65% still remained to be developed. More regular activities on collaborative action research, coaching and work based learning are required. Training is essential and has to be considered in a significant manner.

## 6.5 Data Analysis in the third CAR cycle

As stated before, the thematic approach was used to analyse data as stated by Braun and Clarke (2006). I started familiarising myself with the data collected. I tried to immerse myself in the data collected so that I became familiar with the depth and breadth of the context. I started reading the data repeatedly as shown in Annex 3, searching for meanings and patterns. While I went through the data, I underlined and memorised the main ideas and comments made by the different collaborators in the first column in Annex 3. Initially, the transcription of verbal data was made in written form by me and two officers. We tried to produce as far as possible a rigorous and “verbatim” account of all verbal utterances. The transcript contained the information that was needed to form the verbal account which reflected the truth from the original state. This task was tedious and time consuming given the fact that the collaborators had spoken in the local language which was the “kreol” and not in English so the verbal recordings which were basically in kreol had to be translated into English.

Then I started the process of generation of initial codes in the second column of Annex 3. Once I had familiarized myself with the data transcribed, I produced an initial list of ideas as stated by the collaborators, which I thought were meaningful and necessary. At this phase, I also produced some initial codes from the data. These codes identified certain aspects of data which appeared significant to me. As stated by Miles and Huberman (1994), this process of coding also formed part of my analysis, and as mentioned by Tuckett (2005), I organized my data into groups that were meaningful. The coded data were not necessarily similar to the themes which were identified later. The coding was done manually and I worked in a systematic way through the whole set of data in order to give attention equally to each and every item of data so as to identify parts that were recurring across the data set. Initially, after I had underlined the important parts, I tried to tabulate the information as shown in Annex 3, so that it would be easier for me to match the extract of the data to a code. This was done by copying data extracts from the original transcripts. I generalized as many codes as possible.

Then I started searching for themes. Once the data were initially coded and collected, there was a long list of different codes that was identified across the data set, and this could be shown in the third column of Annex 3. The analysis was then re-focused at broader themes, rather than codes. This part consisted of sorting out the different codes into potential themes. All the relevant coded data extracts were collated within the identified themes. At this level, different

codes were analysed and considered thoughtfully in order to combine them together to form a theme. The themes were also inserted near the codes as shown in Annex 3, so that I could sort out the different codes into themes. The themes were then refined. I reviewed all the coded data extracts again and again and went through the themes repeatedly to consider whether there was a coherent pattern. Some themes had to be replaced by others which were more appropriate. Some themes did not reflect the data extract, and those extracts had to be removed from the analysis. Once this phase was over, the next phase was to find out whether the individual themes were valid in connection with the set data, and also whether the themes reflected the meanings as a whole in an accurate manner. At the end, several themes emerged. Tables Q and R are brief extracts from Annex 3 to give an indication of how the initial coding was carried out based on the comments made by collaborators and how the theme emerged out of the codes. Table S then gives an indication of the final themes that have emerged from the thematic analysis of CAR cycle 3.

The themes were highlighted at a later stage in this chapter, in order to be presented for analysis and to analyse the data within them. This was meant to identify the existence of what the theme was about and look at each aspect of data that each theme has captured. For each theme, it was essential to conduct and write a detailed analysis that each theme referred to in relation to the research questions. The seven main themes that emerged out of the discussion were “staff empowerment”, “human resource and social skills”, “review of communication system”, “training of staff”, “professional learning and development”, “review of hierarchy system” and “recruitment of specialized personnel”. The reported findings were shown in detail at a later stage and arranged thematically with the verbatim quotes of the different collaborators and critical friend and, thereafter, the data analysis was carried out based on the discussions and interactions held in relation to the literature review. A concise, coherent and logical account of the story was presented after carrying the analysis.

The following Tables Q and R are brief extracts from Annex 3 to give an indication of the comments made by collaborators, the initial coding made and also the themes that have merged out of the codes.

**Table Q : Brief extract from Annex 3 to indicate how the theme “staff empowerment” has emerged**

Collaborators’ Comments	Initial Coding	Emerging Themes
<p>C1 “<u>more opportunities were given to the staff and the routine procedures had been changed.</u> These <u>included preparing their own questionnaires</u> and conducting the <u>whole exams structure and every staff appreciated the initiative undertaken</u> in the sense that they felt they were <u>empowered</u>. In depth, <u>interviews were conducted among staff</u>. I <u>have prepared my own questionnaire</u> and the staff were interviewed at their <u>own convenience</u> when they <u>were free</u>, for example during lunch time.</p>	<p>more opportunities to staff changed procedures</p> <p>own questionnaires’ preparation</p> <p>appreciation of staff, initiative taken</p> <p>empowerment, interviews among staff</p> <p>own questionnaire preparation</p> <p>own convenience were free</p>	<p>Staff empowerment</p>

In the above table, the comments of C1 were shown during the focus group discussions, while talking about how the plan was implemented and how actions were monitored. In the first column, when the conversation of C1 was analysed, it could be perceived that there has been a gradual change and an improvement as far as staff empowerment was concerned. Staff in the school of C1 have reacted in a very positive manner and have started taking initiatives on their own and they were really appreciating what they were doing. From the wordings, they have used repeatedly, it could be deduced that empowerment of staff was taking place gradually, and this led to the emerging theme “staff empowerment”.

A brief extract from Annex 3 to give another example on how coding has been effected and how the second and third themes have emerged was shown in the following table.

**Table R : Brief extract from Annex 3 to indicate how the theme “Human resource and social skills” and “Review of communication” have emerged.**

Collaborators’ Comments	Initial Coding	Emerging Themes
<p>C1 “Interesting information was achieved throughout the interviews. <u>Conduct of exams went all very smoothly</u> in accordance with <u>what was</u> expected from leaderful practice at MGI.” <u>Nearly all staff participated</u> except one who was not willing to involve in this and interview of the staff was not taken.</p> <p>All staff were very willing to <u>participate and give good response.</u></p> <p>All these depended on the <u>behaviour of the staff members, body language and the way they were reacting</u> and the willingness that they had <u>answered</u> to the questions..... they <u>felt the spirit</u> that they were doing the job for MGI”.</p>	<p>smooth conduct of exams</p> <p>leadership practices staff participation</p> <p>participative, positive attitudes</p> <p>communication communication communication</p> <p>communication team spirit</p>	<p>Human resource skills and social skills</p> <p>Review of communication</p> <p>Human resource and social skills</p>

In the above table, the comments made by C1 clearly showed that many human resource and social skills were required for conducting the examinations in a smooth manner. These included good leadership practices, staff participation, positive attitudes, team spirit and communication. All these skills were considered to be human resource and social skills. This is how the second theme “Human resource and social skills have emerged”.

A lot of emphasis was also laid on the attitudes and behaviour of staff and the way they were reaching and answering the questions raised. It could be perceived that all these elements were directly linked with “communication and this is how the third theme “review of communication” arose.

The following table gives an indication of themes that have emerged from the thematic analysis

**Table S : Themes that have emerged from thematic analysis for CAR 3**

	<b>Main Themes</b>
1.	Staff Empowerment
2.	Human resource and social skills.
3.	Review of Communication System
4.	Training of Staff
5.	Professional learning and Development
6.	Review of Hierarchy System
7.	Recruitment of Specialised Personnel

The findings which were reported in the following pages are thematically arranged with a number of verbatim quotes to present the voices of the collaborators (C1, C2, C3 and C4) and the critical friend in an accurate and precise manner. The discussion took place when all the four collaborators and CF were convened for group discussions for the CAR cycle. The second collaborator did not turn up. As researcher, I gave them a brief on all the actions that were taken and also on the purpose of the third meeting, which was to analyse whether leaderful practice had taken place in the schools and departments while carrying the activity related to the conduct of exams in diploma, degree, post graduate degree and post graduate certificate in education courses for semester I Nov/Dec 2013. A brief on the previous cycle was also given to them. They were informed on the themes that have emerged. Then each collaborator was requested to explain how the plan was implemented and how the actions were monitored, and whether leaderful practice took place in their respective schools/departments. They all behaved

in a relaxed manner, smilingly with great enthusiasm at time and submitting the information in the form of a lengthy report in a normal tone and simple language.

## **1. Staff Empowerment**

The first theme that emerged out of the focus group discussion was “staff empowerment”. Staff empowerment was strongly perceived and heard when C1 mentioned in a normal tone using a simple language the following statement:

*C1: “More opportunities were given to the staff and thus the routine procedures had been changed. These included preparing their own questionnaires and conducting the whole exam structure and each and every staff appreciated the initiative undertaken in the sense that they were empowered. In-depth interviews were conducted among staff. I have prepared my own questionnaire and the staff were interviewed at their own convenience when they were free for example during lunch time”.*

In other words, the staff of the particular school/department were given the freedom, the authority and the power to act on their own. They were neither pressurized nor monitored. Instead, they were allowed to assume their full responsibilities and they were guided to take new initiatives and given more space to interact, to communicate, to discuss and to brainstorm. Staff empowerment was identified as a very important subject. This word was uttered repeatedly by C1 and it was also seen to be vividly present not only directly but indirectly in the various dialogues used by C1. For example, he mentioned the following:

*“..... not only from one event that the staff would get empowered but a series of events should be regularly conducted or in any other activity in the long run where the staff will get empowered...”*

C3 has also placed a lot of emphasis on “staff empowerment” when he mentioned happily and enthusiastically with a clear tone using a simple language.

*“The turning point was that for the first time, the question papers were discussed with the head and staff which was not the case before as earlier only the Head had the right to look at the question papers. This task empowered all the staff as they felt this sense of freedom to express their views. The element of empowerment and respect was surely felt ...”*

C4 has also stressed upon “staff empowerment” considering it to be a very important factor in the development of leaderful practice. This could be shown when he mentioned laughingly in a high pitched voice.

*“The staff was in fact empowered that they can do something and removed the legacy or fearfulness that they can’t do anything.”*

By stating the above, it could be deduced that the staff has developed their sense of confidence.

All the statements made were in fact in line with the views of Costigan and Donahue (2009) wherein he stated that the group works joyfully as a team in a single unit.

## **Summary**

It can be said that staff empowerment has been found to be a very important factor which affect the development of leaderful practice. In the third CAR cycle, it can be said that staff empowerment was more pronounced than the first and second CAR cycles. Therefore, there has been an increase of staff empowerment in all the tertiary schools (Walton 1985).

## **2. Human resource and social skills**

The second theme that arose out of the discussion was “Human resource skills and social skills”. From the interactions of all the collaborators and CF it could be deduced that human resource skills and social skills have improved further in the third CAR as compared to the first and second CAR cycles. Considerable improvement was, however, required. This could be perceived and interpreted by the way all collaborators have expressed themselves while narrating the events which took place during the discussions they had with their respective staff in their schools/departments. This could be indicated when the collaborators highlighted certain issues. For example C1 said in clear language and in a normal tone:

*“Nearly all staff participated except one who was not willing to involve in this. All staff were willing to participate and they gave good responses: All these depended on the behaviour of the staff members, the body language, and the way they were reacting and the willingness with*

*which they had answered voluntarily to the questions. They felt the spirit that they were doing the job for MGI.”*

The statement clearly demonstrated the emergence of human resource and social skills. Their skills were being improved little by little and this enabled the gradual development of leaderful practice. This could be demonstrated when C3 made the following statement:

*“There was a sense of collectiveness. They feel well connected and also that collectively they undertake any particular task as a sole motive is of course progress. The element of team spirit is there but in a covered manner. We have to in fact devise strategies to develop it further, belonging has also been felt.”*

Once again the behaviour of the staff was found to be in line with Carson et al (2007), and from the above statement it could be deduced that staff were developing their human resource and their social skills in a gradual manner.

C3:

*“The Part Timers’ punctuality was another issue in the department ..... There was this sort of leadership practice but it needs to be improved.....”*

C3 further mentioned: ..... *“The information should be shared collaboratively - .... The element of respect should be inculcated.”*

C3 continued by saying:

*“I am satisfied with the improvement brought by the staff through leaderful practice but there is room for improvement and it is to be noted that in the new generation, people are more comfortable with this new concept of leaderful practice and they really will follow this good model of practice.”*

The above statement was expressed by C3 in a very joyful manner using a normal voice with a pleasant facial expression using a simple language. From the above wordings it could be deduced that C3 was satisfied with the way leaderful practice was taking place and growing little by little. However, there was still room for improvement. It seemed that the staff of the

department had appreciated the model of leaderful practice and that they were really willing to have it implemented.

The issue of human resource and social skills was different for C4. From the statement he made, it could be seen that there was a lack of these skills in his department. This could be deduced and interpreted when he said:

*“There are six papers which needed to be set and moderated according to the marking scheme. There was some sort of reluctance that was felt and the staff’s first reaction was that if they are not teaching and if they are not involved, they are not supposed to set the papers .....*”

The staff has stated the following to him:

*“Good if you could check it.”*

In other words, it could be deduced that the staff of C4 lacked human resource and social skills. They also lacked confidence to carry their duties. They did not want to assume their responsibilities. They were therefore not ready to develop leaderful practice because they were not behaving in a leaderful manner, especially when they said to C4 that they were not supposed to set the papers and they wanted everything to be given in their hands.

C4 also told them: *“suppose I am not there for you. You should take the responsibility be it good or bad, you should take the responsibility to bear the positive and negative consequences.”*

From the above statement it could be deduced that staff of C4 were unwilling to take responsibilities. They were not ready to be empowered. Consequently, further training was needed in the fields of human resource skills and social skills.

## **Summary**

It could be deduced that, although there has been a slight improvement in the human resource skills and social skills of staff, it was however not sufficient and improvement was intensely required to develop leaderful practice in an appropriate manner

### **3. Review of communication system**

The above theme was the third one that emerged out of the discussions, specially when C3 stated the following :

*“They were very happy to contribute as it was felt that they were not given the ample opportunity to express their views at certain times ...”.*

From the above statement, it could be deduced that staff was not given sufficient opportunities at work. The issue of communication was seen as a major issue and it was considered to be a problem at the MGI. This could be shown when C3 reported that:

*“But one point to be raised is that one newly recruited staff in the department stated that there is serious lack of communication. There should be this right to open, right to express views, freedom of views/opinions like all information should be shared collaboratively.....”*

### **Summary**

From the above statement, it could be said that there was a problem of communication in the system and that it had to be reviewed. It could also be concluded that staff had to be trained in communication so as to improve their communication skills. The above was in line with the views of Friedrich et al (2009) wherein they have highlighted that the change agents have to be committed to learning and be participative in their approach so as to enable the learner to understand their practices and their way of interacting and communicating with them and leadership may be considered to be shared mutually.

### **4. Training of staff**

The above theme was the fourth to emerge out of the discussions. During the discussions held, all the collaborators found that staff required training in order to behave in a leaderful manner. This was highlighted in a firm manner with great confidence by C1 when he mentioned clearly the following using a simple language.

*“Training is crucial and since the beginning, training in management itself is important as management includes so many things. It can be an intensive course because this will really help to understand the work environment.”*

All the other collaborators agreed with what C1 has said. This could be deduced by their positive facial expressions. It seemed that a management course would encompass many other issues and would enable staff to learn and be trained practically so that they could improve their management skills and consequently there would be an automatic improvement in their attitudes so that they could behave in a more leaderful manner. In other words, it could be said that training had an impact on development of leaderful practice. The ideas of training of staff in management and other related subjects was also shared by C3 and C4 when they made the following statements.

C3 : *“There should be management courses, workshops, and also direct involvement of academic in administrative work so that they can inculcate this sense of belongingness and believe that yes they can do it.”*

From the above statement, it could also be deduced that workshop and on-the-job training were also essential in order to train staff.

C4 on the other hand has highlighted in a very joyful manner, with a firm tone using a clear language that in order to improve leaderful practice:

*“There should be training in setting up exam papers, marking the same and also translating a syllabus into a question paper..., “Training is in fact very fundamental....” “Training is required.”*

It could be interpreted that a training programme has to be included for staff on examinations processes and procedures so as they could improve their skills in preparing and conducting exams in their respective schools or departments.

## **Summary**

It could be deduced that in addition to management training, other forms of training were required for all staff in the fields of leadership, human resource management, communication

and examination procedure and processes. This was needed to improve the Human Resource Skills, Social Skills and communication skills of staff.

## **5. Professional Learning and Development**

The above theme was the fifth one that emerged out of the focus group discussion. In the third CAR, it was seen that professional learning and development was an essential factor for the creation and development of leaderful practice. It could be perceived that during the process of CAR, professional learning and development of staff were taking place in a very gradual manner. This could be interpreted when C1 with a smiling face and normal tone said that:

*“Procedures had been changed. These included preparing their own questionnaires ....”*

The above statement has indicated that the staff has taken new initiatives and they have prepared their own questionnaires which was not the case before. In other words, by taking such actions, they have developed themselves and they have learnt how to prepare and set question papers.

C4 also showed that professional learning, took place in his department especially when he explained to his staff about the setting of question papers by precisely using a clear language with a normal voice and with a happy face, the following words,

*“... suppose I am not there for you .... This forms part of a learning process and in learning, it is not necessary that everything goes right. By falling down sometimes, you improve ....”*

Emphasis was laid by C4 on professional learning and it seemed that professional learning and development was a necessity in order to enable the development of leaderful practice. It could therefore be said that professional learning was an important factor which affected the development of leaderful practice.

### **Summary**

It could thus be concluded that the more professionally the staff was developed, the more they learned and the more they become leaderful. The statement made by C4 was in line with the

views proposed by Hackman and Wageman (2005) wherein he has stated that agents encourage coaching behaviour in order to coach team members to act collectively and to make proper use of their resources to achieve the mission of the team. Here C4 was acting both as an agent and a coach. The above was also in line with the proposals made by Carson et al (2007) wherein they mention that coaching together with a shared goal, social support and voice, creates the prevailing conditions that direct towards shared leadership and finally to the effectiveness of the team.

## **6. Review of Hierarchy system**

The above theme was the sixth one that emerged out of the focus group discussions. The current hierarchical system was considered to be a major factor that had a great impact on the development of leaderful practice. This could be deduced, when C3 made the following statement.

*“Hierarchy is still here whereby it is only what the head tells, the staff have to do and this hinders the sense of doing something additional.”*

From the above statement, it could be seen that decision making was centralized because of the existing hierarchy in the current system of the MGI. Although efforts were being made to create leaderful practice, the hierarchy in the system was acting as a barrier and hence, hindered in the development of leaderful practice. In the same line, CF has stated the following in a normal voice with a clear and simple language:

*“We can speak of leaderful practice and the 4 “Cs” but in a hierarchical system, it will not work out”.*

## **Summary**

Once again it could be interpreted that the system of hierarchy at the MGI had to be reviewed in order to enable the development of leaderful practice to take place.

## **7. Recruitment of specialized personnel**

The last theme that was seen to emerge out of the discussion was “recruitment of specialized personnel”. It was strongly felt that there was a need to have an examination officer at the MGI so that he or she could cater for all examination issues. This could be interpreted when C4 clearly spelt out the following in a normal voice and with a happy facial expression.

*“There should be a full-fledged exam officer who will take care of the exams and who knows what is pedagogy, what is curriculum and knows what is to be an exams officer and also take care of examinations”.*

Examinations were considered to be a very serious matter and they had to be dealt with professionally. This could be deduced when C4 used the words to explain staff in his department.

*“..... Examination evaluation is part of the curriculum and not away from the system. The basic of curriculum is to make learning happen. Examinations should make learning happen.”*

### **Summary**

It could be deduced that recruitment of specialized personnel was a significant factor for creation and development of leaderful practice. Furthermore, training in various aspects of management was necessary in order to enable the process of leaderful practice to take place smoothly.

## **6.6 Reflection in the third CAR cycle**

In this phase, all the collaborators met to discuss collaboratively on the findings. The outcome was shown to them and results were validated. Some comments were made by CF and these were taken into account. It could be deduced that development of leaderful practice has been carried out at the MGI through coaching, work based learning and action learning to a little extent only specially during the construction of observation grid. In this process, the weaknesses and strengths of staff regarding the different human resource and social skills could be highlighted and wherever improvement was required, the staff were being informed

accordingly by the agents. In this process, the agents were coaching the staff at the same time in line with the views of Hackman and Wageman (2005). Staff were being developed and both learning and development were taking place at work. Here, there was direct feedback on the performance of staff and direct coaching was being provided to them. In line with the views of Mink et al (1993), “enabling relationships with others” were created with staff so as to facilitate the learning process.

Work-based learning was also taking place in line with Raelin (2004) where emphasis on work and action of leaders was laid. In this situation, as stated by Raelin (1997), work-based learning was enabling the theory to combine into action. There was a joint collaboration between the heads who were acting as agents and the staff who were the learners to work on a specific project in line with the views of Boud and Salaman (2001).

Action learning has also taken place as it has been used by groups to deal with a specific work described and led by a team. In line with Pedler (2008), a problem was shown to a group of collaborators where discussions took place in order to find a solution. In line with the views of Revans (1982), significant problems have been discussed in order to be overcome by working in a team or “set” as “comrades in adversity”. The team has tried to reach a consensus by discussing and commenting critically.

The above was in line with the philosophy of Raelin (2004) who has put emphasis on coaching, work based learning and action learning. However it was felt that these processes were not sufficient to develop leaderful practice at the MGI. Other factors were also responsible for its development. According to C1, C3 and C4, leaderful practice has taken place in their schools and departments up to a little extent only and a considerable improvement was needed. This could be achieved by reinforcing staff empowerment and by improving the communication system at the MGI and the communication skills of the staff. Although the staff was further empowered, training was also needed not only in the fields of management but in administration and communication, human resource management, leadership and examination processes and procedures. A need to organize workshops more frequently so as to create a platform of learning on the issues mentioned above was also felt.

According to CF, in line with Raelin (2004), leaderful practice has taken place in the department up to a little extent only. Staff had welcomed the idea of leaderful practice in a positive manner

and they had mentioned that certain aspects of 4 “Cs” were put into practice. They were of opinion that leaderful practice was instrumental in enhancing quality in terms of performance and output of the organisation and that it had further strengthened the interpersonal relationship among staff members thus increasing their sense of motivation and confidence.

There were, however, certain constraints which were identified and which were preventing the implementation of leaderful practice. These included problems in the communication system, the lack of staff empowerment, lack of human resource skills and lack of social skills, lack of training, lack of specialized personnel in certain fields, time constraint, the existing hierarchy, and the negative attitudes of the staff. There was also a need to create awareness in the field of leaderful practice through workshops and interactive sessions. Delegation of power and staff empowerment were considered to be very important for leaderful practice to be created and to developed. There was a need to have firm faith and strong belief in leadership practice so as to enable it to succeed and to run smoothly within the organisation. There was also a strong urgent need to reinforce and improve the human resource and social skills of all academic staff so as to enable them to become more effective and efficient.

## **CHAPTER 7**

### **DISCUSSION AND SYNTHESIS**

#### **7.1 Introduction**

The purpose of this chapter is to discuss the findings of CAR cycles 1, 2 and 3, and to make an attempt to synthesise and produce an emergent framework leading to the contribution out of which development of recommendations has been made. There were two main research questions in this study as stated below, and both research questions are addressed together in order to respond to the theoretical issues found in the literature review.

- (1) How to develop leaderful practice at MGI?
- (2) What are the factors that affect leaderful practice at MGI?

#### **7.2 First CAR Cycle**

In the first cycle, the findings from the observation phase revealed that there has been a promotion and reinforcement of the qualities of staff, such as sharing, caring for others, openness, honesty, respect, sense of appreciation, sense of belonging, power of tolerance, commitment, patience, humility, diplomacy, discipline, maturity, friendliness, mutual understanding towards each other, feeling of empathy for each other and an increase in our power of interaction. The findings also indicate a gradual and progressive refinement of our character, our commitment and our sense of dedication. There has been a positive transformation as regards to our attitudes and our behaviour in line with Kemmis and McTaggart (1996). There has also been an improvement in our communication skills, language skills, problem solving skills, conflictual resolution skills, analytical skills, writing skills, summarizing skills, interaction skills, power of discrimination and speaking skills. Our sense of vision and our perception have increased and collaborative action learning has taken place. It can be said that some of these findings are in line with the ideologies of Friedrich et al (2009) and Crevani et al (2010) who have also put emphasis on interaction and communication, while some of the findings are in line with Raelin (2011) where emphasis has been put on empathy and compassion. There has been a gradual change in the perception of all the collaborators. They became enthusiastic and acted as agents of change, joyfully. There has been a sense of shared responsibility and accountability and they have all showed their gratitude towards the

Institute. During the group discussions, the process of leaderful practice development could be seen vividly and as a result the four 'Cs' could be seen to develop gradually through action learning, coaching and work based learning. This was also in line with the thought of Staratt (2001) and Raelin (2011).

In the first CAR cycle, the findings from the thematic analysis showed that the development of leaderful practice was connected with several other factors which were staff empowerment, communication, the MGI system, professional learning and development. The MGI system was further clarified and it was referred to the MGI hierarchical system, its communication system and its management system. It was noticed that compassion, collaboration, collectiveness and concurrency were highly prevalent as they were all engaged in mutual action. This was in line with the ideals of Raelin (2004) where the talent of each and everyone was allowed to shine. There was a common action taken by all the agents in a collaborative manner which was in line with the views of Raelin (2011). The table below summarises the findings of First CAR Cycle.

**Table T : Summary of findings of first CAR cycle**

	<b>Themes</b>	<b>Remarks</b>
1.	Staff Empowerment	Instrumental element or factor for development of leaderful practice. Also related to communication. An increase in staff empowerment had a positive impact on communication.
2.	Review of Communication	Important factor which contributes towards the development of leaderful practice. A lot of effort has to be put in to improve communication in all its spheres and intense training is required.
3.	Review of the MGI System	Actual system of MGI needs to be reviewed. Clarification was given and the system was referred to the MGI hierarchical system, to communication system and to its management system
4.	Increase in Professional Learning and Development	Professional learning and development is required at the MGI. It has taken place during the collaborative action research but it is not sufficient and it has to be further reinforced.

## **Summary**

From the results obtained from CAR 1, it could therefore be deduced that in addition to action learning, coaching and work based learning, other factors had an impact on development of leaderful practice. Those factors included were staff empowerment, communication, the MGI system and Professional learning and development.

There was a need to review staff empowerment, and the system of communication at the MGI. There was also the need to review the MGI system and to enhance Professional learning and development at the MGI in order to make the development of leaderful practice possible.

### **7.3 Second CAR Cycle**

The findings from the observation grid revealed that collaborators have shown their collaboration as they have been highly participative and have interacted positively in the group discussions. Eleven factors were identified to be significant for collaboration to take place and these include good communication skills, ability to share responsibilities, ability to abide by decisions, ability of sharing knowledge, good leadership skills, cohesiveness towards the group and ability to solve problems. They have also shown a high level of collectiveness. Five factors were identified to be important for collectiveness to take place. This could be deduced because they have shown a high level of team spirit, their sense of belonging, their ability to take decisions in a collective manner, their ability to work together and their good interpersonal relations. Seven factors were found to be important to compassion to take place because they have shown a high level of empathy, compassion and love towards each other. Their power of tolerance and their mutual understanding with each other have also increased considerably. They have also developed their trust, their integrity and were conscious about giving equal treatment to colleagues. They have also shown their concurrency as their leadership skills have improved. Four factors were identified as important, Concurrency was also shown by the fact they have shown their leadership skills, their accountability, their ability to make decisions and their ability to accept changes to a large extent. Consequently, it can be said that leaderful practice has been created and developed during the process of action learning but, at the same time, it can also be deduced that that some human resource and social skills have been found to be significant factors that affect the development of leaderful practice at the MGI. From the above observation it can be said that some of these factors are in line with the proposals made by Friedrich et al (2009), Raelin (2011) and Revans (1982). The findings from the thematic

analysis revealed that several factors affect the development of leaderful practice. The table below summarises the findings of the Second CAR Cycle.

**Table U : Summary of findings of the second CAR cycle**

	<b>Themes</b>	<b>Remarks</b>
1.	Professional learning and development at the MGI	During the collaborative action research, there has been a gradual increase in Professional learning and development which has as a result improves the development of leaderful practice at MGI. This could be perceived by a transformation in the behaviour and attitudes of staff.
2.	Human Resource and Social Skills	<p>Certain skills were found to be strongly connected with the 4 “Cs” and essential for development of leaderful practice to take place in a smooth manner. Some of these skills were considered as new factors significant for the development of leaderful practice; these factors were :</p> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Participative</li> <li>• Communication</li> <li>• Positive attitude towards colleagues</li> <li>• Commitment</li> <li>• Helping others</li> <li>• Sharing responsibilities</li> <li>• Sharing of knowledge</li> <li>• Listening to others</li> <li>• Abide by decisions</li> <li>• Cohesiveness</li> <li>• Ability to solve problem</li> </ul> <p><b>Collectiveness</b></p> <ul style="list-style-type: none"> <li>• Team spirit</li> <li>• Sense of belonging</li> <li>• Collective decision making</li> <li>• Willingness to accept and work together</li> <li>• Good interpersonal relations</li> </ul> <p><b>Compassion</b></p> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Tolerance</li> <li>• Love</li> <li>• Mutual understanding</li> <li>• Trust</li> <li>• Integrity</li> <li>• Equal treatment to others</li> </ul> <p><b>Concurrency</b></p> <ul style="list-style-type: none"> <li>• Show leadership skills</li> <li>• Accountability</li> <li>• Decision making</li> <li>• Accept the changes</li> </ul>
3.	Staff Empowerment	Crucial factor for the development of leaderful practice. Was also identified important in the first cycle.

#### **7.4 Third CAR Cycle**

From observation carried out, an overall assessment in the results revealed that 41.1% of the academic staff of the MGI were demonstrating their collaboration at the MGI to a large extent, while 58.8% were showing their collaboration to a little extent only. In other words, most of them have been found to be very poor in participation, communication, having positive attitudes, having commitment, listening to others, abiding by decisions, sharing of knowledge and showing their ability to solve problems. There was a need to improve the situation as far as collaboration of staff in the departments was concerned. From results obtained out of seventeen staff observed, 29.4% have shown collectiveness to a large extent, 70.6% have shown collectiveness to a little extent. In other words the majority of staff in the departments and schools have shown their team spirit, sense of belonging, ability to take collective decision, interpersonal relations and willingness to work together to a little extent only. From these results, it can be said that although collectiveness has developed, there was still a lot to be done for staff to develop collectiveness in the school.

Results revealed that 41.1% have shown compassion to a large extent and 58.8% have shown compassion to a little extent. In other words, the majority of staff have shown empathy, tolerance, love, mutual understanding, trust and integrity to a little extent only. Considerable improvement was required in order to improve compassion. 29.4% of staff have have shown concurrency to a large extent and 70.6% of them have shown concurrency to a little extent. In other words, the staff of the schools or departments have shown their leadership skills, their accountability, their ability for decision making and their ability to accept changes to a little extent only. From the results obtained it can therefore be deduced that there is a need to improve concurrency in general because it has been created and developed to a little extent only.

From observation it can be said that in the third CAR cycle, it has been found that leaderful practice has developed at the MGI up to a little extent only depending upon the school/department and that there is room for considerable improvement. It can also be said that some of the findings were in line with the philosophies of Frederich et al (2009), Staratt (2001), Raelin (2011), Costigan and Donahue (2009).

The table below summarises the findings of the Third CAR Cycle

**Table V : Summary findings of third CAR cycle**

	<b>Themes</b>	<b>Remarks</b>
1.	Staff Empowerment	Very significant factor for the development of leaderful practice. There has been a considerable progress in staff empowerment from CAR 1 to CAR 3.
2.	Human Resource and Social Skills	Very important factor required for development of leaderful practice. Also identified in Second CAR Cycle. There has been a great improvement of human resource and social skills of staff from CAR 2 to CAR 3. It is however not sufficient and more effort will have to be made to improve these skills further.
3.	Review of Communication	The issue of communication was identified in CAR 1 to be very important and it has also been identified to be crucial in CAR 3. Communication will have to be reviewed at the MGI in all its spheres of operation.
4.	Training of Staff	Very important factor considered necessary for the proper development of staff in management, leadership, and human resource issues.
5.	Professional Learning and Development	Identified to be significant in CAR 1, CAR 2 and CAR 3. Professional learning and development have taken place while carrying the collaborative action research in the three cycles. Learning has taken place in all its aspects.
6.	Review of Hierarchy System	Hierarchy has been perceived as a significant factor in CAR 3, which had a negative impact on the development of leaderful practice. In fact, it has acted as a barrier in its development.
7.	Recruitment of Specialised Personal	Findings showed that specialized people and more competent staff would be needed in certain fields and departments.

After having summarized CAR 1, 2 and 3, a synthesis of all the findings was carried out so as to merge them into one single component. The process of theorization was also initiated as stated below.

### **Staff Empowerment**

Staff empowerment was considered to be an important factor in the three cycles, and it was slightly related to communication. In fact, it was a new element found from the research study but it was slightly in line with the views of Walton (1985). Walton (1985) has clearly mentioned that managers were expected to be committed and to empower staff so as to be more adaptable to changes and innovations. Staff empowerment was highlighted by Neumann (2003), in the literature review wherein he has stated that the phenomenon occurs during the processes of action learning, coaching and work based learning. Staff empowerment has also been highlighted by Raelin (2003), Cameron and Freeman (1991) and Quin and Spreitzer (1991). The above findings reflect the views of Whitehead (2006) on “living theories”. According to Dick et al (2009) living theories are theories formed by practitioners to enhance their own educational practice, at the same time, they contribute towards the formation of educational theory.

### **Human Resource and Social Skills**

According to Whitehead and McNiff (2006), the living theories highlight a full range of behaviour which can easily be communicated through a text. Human resource skills are slightly in line with the views of Spendlove (2007), wherein he has mentioned that managerial roles were very important and that communication and negotiation skills are very significant for effective leadership in tertiary education. Spendlove (2007), has also referred to universities being effective when their decision making process is made collectively. The above views are fully in line with views of Raelin (2011), who has mentioned that everyone participates in the leadership process together at the same time. Chia and Holt (2006) have spelt out that skilled people are required for a practice to take place and they have highlighted the importance of human behaviour and its relation with practice perspective. So, accordingly Human Resource Skills and Social Skills are connected to human behaviour to a certain extent.

The Human Resource and Social Skills are directly linked with the views of Raelin (2003), where leaderful practice provides in addition to LAP studies, four different proposals namely collaboration, collectiveness, compassion and concurrency. The above is related to Costigan and Donahue (2009). They have also mentioned that leaderful practice is related to democratic ideologies where the group works joyfully as a team in a single unit. The above is also related to Staratt (2001) where he has mentioned that leaderful practice is linked to democratic ideas and has a dispersive nature and does not rely on one individual only. Some of the identified skills have been found to be in line with Likert (1961) and Ostroff (1992) who have put a lot of emphasis on positive attitudes and their relations to collaboration to improve the effectiveness of an organisation. Cameron and Freeman (1991) and Quin and Spreitzer (1991) have considered the importance of cohesiveness and participatory decision making process.

### **Review of Communication**

Communication has been found to be a very important factor for leaderful practice development to take place in a smooth manner. This is in line with the views of Friedrich et al (2009) and Borg (1981). Borg (1981) has emphasized that action research has a positive impact on communication as it improves the system. The views are also slightly in line with Bartram (2005) where communication has been given due consideration for effective leadership to take place. Although a lot more remains to be done, communication has improved considerably from CAR 1 to CAR 3 in line with Kemmis and McTaggart (1992) where they have said that action research promotes dialogue, communication, interactions and discussions.

### **Professional Learning and Development**

As emphasized earlier, professional learning and development has been identified to be significant in the three CAR cycles. The above is in line with Hackman and Wageman (2005), Carson et al (2007), Pedler (1996), Raelin (2004) and Raelin (2007). Learning has, in fact, taken place in line with Wood (2005), Kemmis and McTaggart (1992), Kerrance (2000) and Woffke and Stevenson (1995), when they mentioned that practice of action research is apparent as it has been considered as a tool for professional development.

## **Training of Staff**

This is a new element identified to be significant in the development of leaderful practice in this specific context. It can be said that the above is slightly related to the views of Raelin (2010). In order to develop leaderful practice, it was instrumental to have change agents who could promote a learning culture through coaching, action learning and work based learning in line with Kemmis and McTaggart (1992). In this situation, the change agents were my collaborators and myself who formed part of the focus group discussions. By participating fully in the CAR, all staff involved were concurrently being trained.

## **Recruitment of Personnel**

The findings have shown that specialized and more competent staff need be recruited especially in the examination department. This has been found to be a new element and has not been identified in the literature review. The issue of recruitment can be considered as a specific MGI issue.

## **Review Hierarchy**

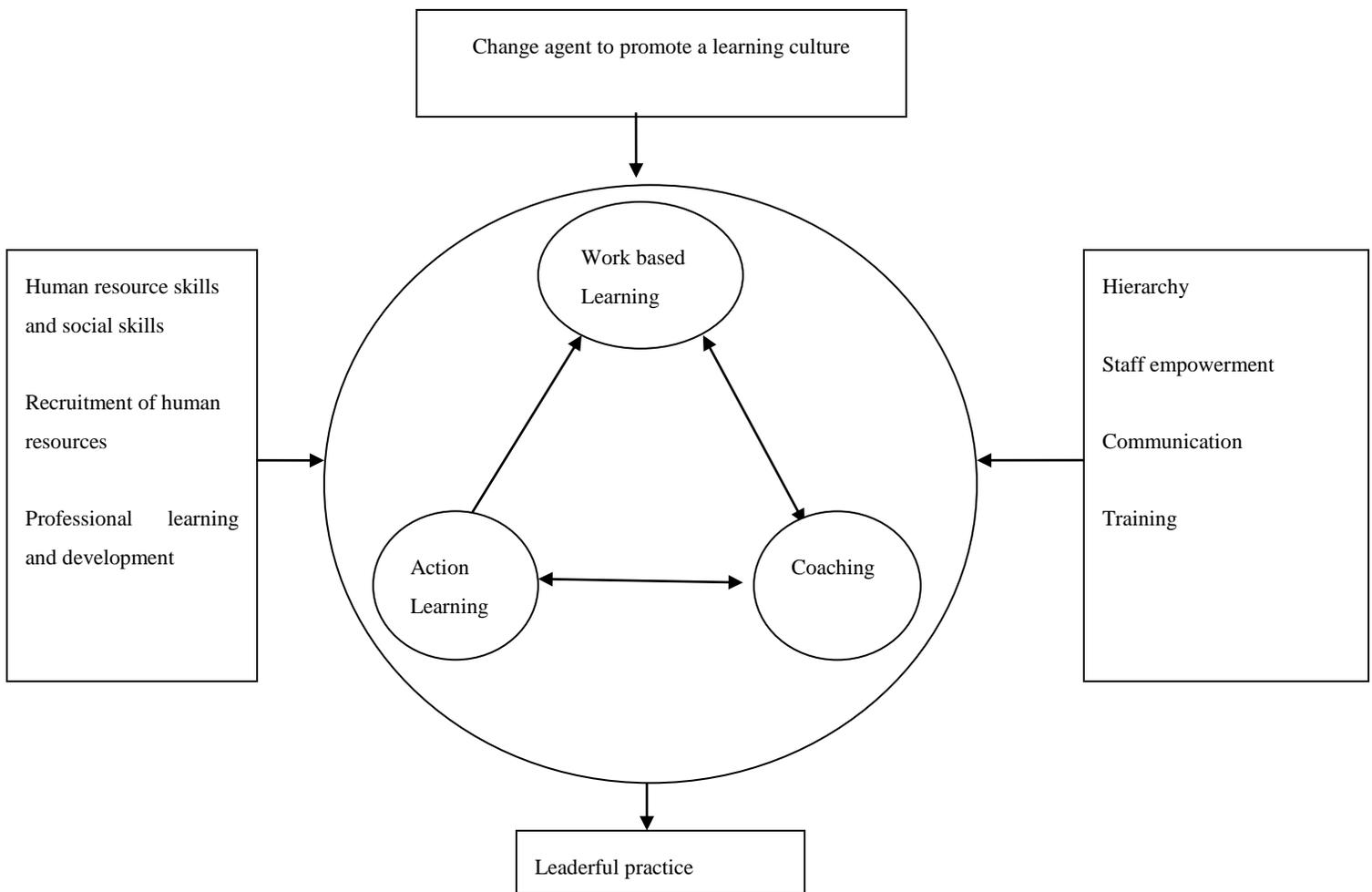
From the findings, hierarchy has been perceived as a new element which has acted as a barrier for the development of leaderful practice. The issue of hierarchy was also taken by Battilana and Casciaro (2013) in the literature review in a different aspect where they said that hierarchy was not the only factor that could influence changes. They mentioned that people at any hierarchical level who wished to influence others as change agents could do so if only they were central to the organization's informal network. The views of Battilana and Casciaro were slightly different from the findings. So accordingly there was a gap.

## **7.5 Emergent Framework**

After having identified all the factors which have an impact on leaderful practice, it becomes necessary to show a theoretical representation of a model based on the findings of the research. In this way a comparison can be made between the original framework and the current one. In line with the above, a diagram has been drawn to summarise the findings as shown in (Figure 7.1) .The conceptual model in fact looks at the practice perspective of

leadership more specifically at the MGI. The questions raised were how to develop leaderful practice at the MGI and what are the factors that affect leaderful practice. In this new model it has been found that practice is not only a collective force among people who are assembled together and work in a team in a very democratic way but it is connected to many other factors which are equally powerful and have the capacity to either promote the creation and the development of leaderful practice or they may act as hindrances and barriers and may hamper its development. Originally, in the literature review, it was found that leaderful practice could be developed through three ways namely coaching, work based learning, and action learning. However, after having carried the research study, it has been found that the theory in connection with development of leaderful practice as proposed in the literature review does not stand on its own.

**Figure 7.1 Emergent Framework**



The factors which have been identified heavily impact on development of leaderful practice and these are staff empowerment, communication, training, hierarchy system, professional learning and development, recruitment of specialized personnel, human resource and social skills. It has been found that staff should possess several human resource and social skills in order to develop leaderful practice. The study reveals that those skills are crucial in the development of leaderful practice and without them it will not be possible for leaderful practice to be created and developed smoothly at the MGI. The above theories have been built based on the proposals made by Cavana, Delahaye and Sekaran, (2001) and Walsham (1995a, 1995b) given that they have emphasized that reality is constructed in a social manner and the researcher becomes the means through which truth is shown. I have also taken into consideration the views of Mingers (2001) who has pointed out that this method is consistent with the construction of the world socially which is characterized by interacting between the researcher and the participants. Furthermore it is essential to note that the interpretation of the researcher has a key role to play in such a study as highlighted by Garcia and Quek (1997) who have precisely stated that it brings, "Such subjectivity to the fore, backed with quality arguments rather than Statistical exactness". I also tried to put myself in the shoes of Mingers (2001) in order to look at the theoretical perspective of this study and I immersed myself in the study in a similar way. He has stated that for a specific piece of study, he struggled to reach an account of the phenomenon being analysed. I also applied the principles of Guba and Lincoln (1994) who has admitted that "no construction is or can be incontrovertibly right and researchers must rely on persuasiveness and utility rather than proof in arguing their position".

While interpreting data and looking at the theoretical perspective, I considered the views of Klein and Myers (1999) and Neuman (1997) who have made a distinction between qualitative approach and interpretive approach as they have pointed out that these two issues are not equivalent and interchangeable terms. Klein and Myers (1999) further believe that: "our knowledge of reality is gained through social constructions such as language, consciousness, shared meanings, documents, tools and other artefacts"

I also tried not to lose my theoretical sensitivity while interpreting data as stated by Glaser (1978). Theoretical sensitivity has been defined by Strauss and Corbin (1990) as: "The awareness of the subtleties of meaning of data and elaborates that: One can come to a research situation with varying degrees of sensitivity depending upon previous reading and experience with or relevant to that area." Furthermore I applied the principles of Yin (2003) in

order to carry internal validity. This was done by pattern-matching by which the researcher makes a comparison as an observed pattern against a predicted one which is perceived as a special type of pattern matching.

I also applied the principles of Strauss (1987) in the coding of data. Strauss (1987) has proposed axial coding under the coding paradigm as pointed out by C.F Kendall (1999) and both on them agree on one point, that is, coding is a necessary step in grounded theory. I have also noted the proposals made by Gregor (2006) who has explained that interpretive researchers who aim at theory building struggle to find out the existence of conceptual links among codes that produce theory which broadly means : “Conjectures models, frameworks or body of knowledge”.

## **7.6 Contribution**

It can be said that this research has been successful in making a contribution to the knowledge of how to develop leaderful practice and to find out the factors that affect the creation and development of leaderful practice not only in a tertiary education institution in Mauritius but also in the field of Higher Education and the MGI ranks among those institutions. From the findings of this research study it can be said that creation and development of leaderful practice is a gradual process and it can take place if all the elements are considered together. By using a collaborative action research approach, I have been able to find the answers to the two research questions set.

This research has also guided me as a practitioner, in order to improve my professional practice, my efficiency and effectiveness together with my leadership practices. As a leader in the field of higher education I will have to take certain action as far as possible and I will have to refer the matter to the authorities concerned to see to it that as far as possible the recommendations that would be made are implemented. The data analysis strongly reveals that in order to enable leaderful practice to prosper, to develop and to be created, the research gap that has been found should be dealt with immediately. The results also show that there is a mismatch between the literature review and the findings. From the findings it can be deduced that the outcome of this study has several implications for management in connection with the issues raised and in connection with the factors identified. The outcome of this research will definitely lead to a new paradigm shift as far as leadership in the Higher Education Sector is

concerned. I also admit that this research has enabled me to transform myself and to become more leaderful in my behaviour. I have also become conscious of the visible and gradual changes in me from self awareness to self leadership and then to team leadership as stipulated by Raelin (2004).

I have also learnt by conversing and interacting with my collaborators that certain factors were in fact instrumental to the development of leaderful practice in the Higher Education Sector which were deeply related to the 4Cs. For example, for collaboration to take place, one has to be participative, communicative, positive in one's attitudes towards colleagues. One has to show commitment and help others. One must also be able to share responsibilities, to share knowledge, to listen to others, to abide by decisions, to show cohesiveness and to have the ability to solve problems. For collectiveness to take place, team spirit, sense of belonging, collective decision making, willingness to accept and to work together and interpersonal relationship were found to be very important. For compassion to take place, one needed to show empathy, tolerance, love, mutual understanding, trust, integrity and to give equal treatment to colleagues. For concurrency to occur, one needed to show leadership skills, accountability, ability for decision making, and ability to accept changes. The outcome has shown that most of the above human resource and social skills are new identified elements and play a crucial role in contributing towards the development of leaderful practice not only at the MGI but within the Higher Education system in Mauritius which could not be found in the literature review. Some of these factors were in line with the views of Raelin (2011).

In this process of collaborative action research, all the collaborators have shown a gradual improvement in developing leaderful practice. There has been a transformation in their behavior and attitudes. It can be said and confirmed that leaderful practice has been created and developed during the research process as stated by Raelin (2011). Learning has taken place and this has clearly been demonstrated by the actions taken by myself, by my collaborators and by my critical friend. The results reveal that there has been a gradual increase in staff empowerment. This has been interpreted by the way the collaborators have been interacting and the language they have used. This has been found to be an important factor for leaderful practice to progress successfully. Staff empowerment has been revealed to progress gradually. This has been perceived by the tone and the language used by the participants and by their behaviour in line with the views of Neumann (2003), Raelin (2003) and other researchers.

Professional learning and development have been found to take place successfully and gradually. Emphasis was laid on learning process by agents which was in line with the statement made by Hackman and Wageman (2005) as they have stated that agents encourage a coaching behaviour. This is also in line with Carson et al (2007) wherein mention has been made that coaching, together with a shared goal, social support and voice, creates the prevailing conditions that direct towards shared leadership and finally towards the effectiveness of the team.

The issue of communication has been viewed as an important factor in all its spheres that affects the development of leaderful practice not only at the MGI but in the Higher Education Sector as well. The above is in line with the proposals made by Friederich et al (2009). The system of hierarchy has been perceived as an important factor that strongly affects the development of leaderful practice negatively in the Higher Education Sector. In fact it has been found to act as a barrier to its development. This is a new factor which has not been found in the literature review. Training of staff has been found to be one of the important factors that affect the development of leaderful practice. It has been stated that staff required training in order to improve their management skills, leadership skills, their human resource skills and their social skills. Findings have shown that specialised and more competent staff need to be recruited especially in the examinations department. This has been found to be a new factor and has not been identified in the literature review.

## **7.7 Recommendations**

The first issue that has to be looked into is to review the strategy of communication at all levels at the MGI. All the Channels of Communication have to be reviewed. All staff irrespective of their positions, should be given the appropriate and basic training in communication so as to improve their communication skills, their body language, skills, their tone, their language and so on. This will increase their ability to communicate properly, their interpersonal skills, their interaction skills, and their ability to build up positive relations. Consequently, this will lead to the promotion of the four “Cs” at the MGI and will also allow them to promote friendship among colleagues. Staff should also be trained in the fields of human resource management, management and leadership so that they get an idea what these are all about. This will also improve their leadership, their human resource and their management skills. Staff should be given more and more opportunities to learn about the five basic universal values as propagated

by the Mahatma Gandhi. According to them, if these values were strongly integrated in the Mahatma Gandhi Institute system, this would have benefitted the organisation to a large extent. The four “Cs” are related to the five basic universal values. For example, If someone expressed love at his work, he would behave in a proper way and he will treat others in a loving manner. His thoughts, words and deed will be in perfect harmony. This would make him become more compassionate, collaborative, concurrent and collective. His ego would also decrease considerably and he would refrain from acting in a selfish manner.

Heads of schools together with management should be able to organize regular conferences to enable academic staff to have access to present their research papers. Consequently this would result in an increase in collaboration, collectiveness, compassion and concurrency. The themes chosen should be related to great leaders and their philosophies, leadership, management, communication, personality development, and other related academic subjects. Although workshops and seminars are important features at the MGI, they have to be organized more regularly so that staff can get the opportunity to learn more and more and to share their experiences, views and knowledge. The environment in which staff are operating, should be improved by their heads and a conducive atmosphere should be provided so that staff feel more at ease. Staff should be given more authority and more power to act and they would automatically accept to assume additional responsibilities and duties. They would feel honoured and confident. Staff empowerment could consequently increase the four “Cs” at the MGI. Management and heads of schools should both collaborate to carry the exercise of job rotation, job enlargement and job enrichment on a regular basis as this can promote the four “Cs” in the institute. In so doing people would be motivated to work in a good spirit and if they are motivated to work this would automatically have a positive impact on the four “Cs”. Action learning, coaching and work based learning should become regular features at the Mahatma Gandhi Institute to improve its work culture. This would as a result increase the four “Cs”. Staff has to be motivated more and more so as to collaborate in their work, to act collectively, concurrently and compassionately. Without motivation nothing will happen. Ways and means have to be devised, explored and identified to reinforce motivation at the MGI. Staff has to be rewarded and awarded for their performances. They should be involved more and more in collaborative action research and they also need to be appreciated for their work. Gratitude has to be shown to them. This would automatically lead to the enhancement of the four “Cs” at the MGI.

Although staff members have all the qualifications required to be appointed, they are not necessarily the best ones. In such a situation it is difficult to expect them to act collaboratively, concurrently, compassionately and collectively. Although management always tries its best to recruit the best qualified personnel, the selection process needs to be reviewed. More opportunities should be created by heads in order to promote interdepartmental and collaborative projects among staff. As a result, interpersonal relations and team spirit would improve considerably and eventually this would promote collaboration, collectiveness, concurrency and compassion among staff. Staff has to get a platform to express themselves. They must also be able to share their views and experiences with others. They must be able to discuss their problems openly and safely and their voice has to be heard by management. They must be able to express themselves freely. More and more opportunities should be given to them to take out their frustration, and to discuss their problems.

## **Conclusion**

Although leaderful practice was taking place gradually there were certain factors which had an impact on its development. These factors were mainly, staff empowerment, professional learning and development, social skills and human resource skills, communication system, hierarchy, training of staff and recruitment of specialized personnel. All these factors would have to be dealt with very seriously to enable leaderful practice to progress successfully at MGI.

**CHAPTER 8**  
**MY CONTRIBUTION TO THE FIELD OF PRACTICE, FUTURE ISSUES AND QUESTIONS,**  
**RESEARCH LIMITATIONS, MY DBA JOURNEY, CONCLUSIONS**

**8.1 My contribution to the field of practice**

This research has been useful in extending the body of knowledge on leadership competencies and leaderful practices in a higher education institution in Mauritius. It has helped to find out about the leadership competencies of leaders in the Higher Education Sector, their relations with the practices of leaders and also how leaderful practice can be developed in that sector. The study shows how it becomes instrumental to study the practice perspective of leadership and, as a result, it has shown how two new approaches of leadership namely the leadership-as-practice model and the leaderful practice model have emerged from it. The study is unique and it comes at a time where there are several challenges ahead for leaders at the head of academic institutions. It has helped to answer the research questions set and in addition it has provided several new elements. More specifically, it has shown that leaderful practice can be developed through three main processes namely through coaching, work based learning and action learning which are in line with the literature review. However it also shows that several other factors are closely related to its development and that all these factors have to be taken into consideration and have to be dealt with in order to be able to develop leaderful practice within a Higher Education Sector.

The study shows the contribution of the researcher and all the collaborators in creating leaderful practice within a higher education institution. Leaderful practice, being a new concept, has been created for the first time not only at the MGI but in Mauritius itself. The findings indicate how the collaborators and the researcher managed to establish and maintain a sense of direction for the development of leaderful practice within a tertiary education institution. Furthermore, it can be pointed out that this model will definitely be beneficial to the tertiary education system in Mauritius as a whole and consequently will enable people to learn about it and how to implement it in their respective institutions so as to improve leadership practices, the efficiency and effectiveness of the organization in general. By applying the model of leaderful practice, there will be an improvement in communication and understanding at all levels in the organization. There will be an increase in team leadership and the leadership practices would

be enhanced by an increase in collaboration, collectiveness, concurrency and compassion. Furthermore, with this type of practice, leaders will be in a position to promote a certain model of behaviours for others to follow and there would be an increase in their human resource skills, social skills, management skills and leadership skills. Finally this will contribute to make them become better human beings in all fields. This model will enable them to move from self-awareness to self-leadership.

## **8.2 Future Issues and Questions**

The data analysis reveals that, although leaderful practice can be developed through action learning, work based learning and coaching, several factors and elements would have to be taken into consideration and, consequently, certain actions will have to be implemented in relation to these findings. To be more precise, in order to enable the development of leaderful practice to take place more smoothly, further research needs to be conducted to investigate and find out how to increase and improve staff empowerment in the Higher Education Systems. This will definitely add value and richness to the above research and it will provide valuable information not only towards the understanding of how to implement leaderful practice in a successful manner, but it will also allow one to understand the significance of staff empowerment in the Higher Education Sector. Another issue that has emerged from this research and which, according to me needs be studied further is the issue of communication as this has been identified as one of the major constraints in the implementation of leaderful practice within the tertiary education sector. This aspect has to be studied further in all its spheres and research has to be conducted to make a complete assessment of communication within the Higher Education Sector. Its strategy has to be reviewed in general and all the existing channels of communication have to be studied and reviewed. It will also be necessary to find out how to improve the communication skills of staff at all levels. Furthermore, from the findings of this research, it was seen how professional learning, development and training of staff were essential ingredients in the process of leaderful practice development in the higher education system. It is a known fact that one needs to be properly trained, and developed professionally so as to be able to perform one's duties in a professional manner. Further research and investigation need be carried out on this aspect to find out how to implement a continuous system of training and development in the sector so as to train people in human resource issues, in leadership and in management in general so as to enable them to have a

better understanding in those fields and also to develop their human resource skills, social skills and their sense of values.

### **8.3 Research Limitations**

The action research was carried out during the semester exams period, and it was sometimes difficult to get the consent and presence of all the collaborators and academic staff together, as they were all busy during that period. Sometimes they were absent from the focus group meetings due to their own commitments and, therefore, they missed the discussions and had difficulties to follow, and to implement actions in their respective schools. The hierarchical structure was considered to be a hindrance to the development of the four “Cs” because of the existence of several layers in the structure. One school was represented by a Senior Lecturer who was able to implement the process at the level of his department only. The head of school was out of the country and he was replaced by two different senior academics. There was a communication breakdown and the representative of that school could implement the system in his department only as he was not empowered to implement the system in the whole school. Collaborators highlighted that bureaucracy was another major constraint which was deeply rooted at the Mahatma Gandhi Institute, and it was very difficult for heads to implement CAR due to its collegial nature. They stated that for CAR to be successful, they all had to be on the same level. It was also mentioned that not all the academics were benefitting from CAR. It was mentioned that CAR was more oriented towards a group of staff only and towards efficiency rather than towards research and development and we were generally more concerned with operational matters rather than strategic issues. It was very difficult to come up with an economical method of work, firstly, because of the quantity of information being gathered and being processed and, secondly, it was difficult to undertake it during working hours over a limited period of time. It was really a time consuming exercise and required the commitment of each and every one to be able to come to completion successfully. Since it was the end of the year, staff was going on leave and so it was difficult to get them together at the same time. There were several criticisms in relation to the research study which were hampering the implementation process of leaderful practice and a resistance to change was noted. The negative attitudes of certain people thus acted as a hindrance for the development of leaderful practice in the institution.

#### **8.4 My DBA journey**

As a researcher, I wish to point out that this DBA journey has been very enriching and valuable for me. It has enabled me to become more resourceful, reflective and knowledgeable in the fields of leadership, management and human resources. It has enabled me to develop my skills as a leader in the Higher Education Sector of Mauritius. It has helped me to gather a lot of research experience, to develop my research skills and to learn a new way of carrying research. Furthermore, the collaborative action research has led me to reflect profoundly on my current practice and to take necessary steps in order to improve myself continuously through its spiral nature. Collaborative action research has broadened my perspective and given a new dimension to my way of thinking, perceiving and interpreting the realities of life. Through the three cycles of collaborative action research, I have come to learn how to review my practice in a continuous manner and how to find and to implement practical solutions. Collaborative action research has also brought a change in my attitude and behaviour towards my staff and it has given me the opportunity to meet them more regularly and to interact with them in a more friendly manner. This study has enabled me to understand the feelings of others and to become more compassionate towards them. It has helped me become more leaderful in nature. I have become more conscious of the current major problems which are prevailing in the Higher Education Sector and which are preventing the development of leaderful practice. These include communication problems, lack of staff empowerment, lack of human resource skills, lack of social skills, lack of training, lack of specialized personnel in certain fields, the current hierarchy system and the negative attitudes of the staff. Delegation of power and staff empowerment are considered to be very important to enable the development of leaderful practice to take place. There is a need to have a firm faith and a strong belief in leadership practice so as to enable it to succeed and to run smoothly within the organisation. There is a strong and urgent need to reinforce and improve the human resource and social skills of all academic staff so as to enable them to become more efficient and effective.

#### **8.5 Conclusions**

Replying to the first research question, it can be deduced that leaderful practice has been created, developed and implemented at the MGI to a little extent by all the collaborators who have acted as change agents in this CAR. The role of the collaborators was in fact significant in the whole process because without them, it would not have been possible to undertake this

research project. The development of leaderful practice has no doubt taken place through the three processes namely coaching, work based learning and action learning as stated by Raelin (2011) but these processes were not sufficient enough to develop leaderful practice fully within an institution. In addition to the above mentioned processes, staff have to be given more exposure through training and by enabling them to participate in workshops, seminars and conferences. Furthermore, it has been found that the development of leaderful practice is linked with several other factors such as staff empowerment, professional learning and development, communication, hierarchy, training, recruitment, human resource skills, social skills and values. All these factors are indeed directly linked to the development of leaderful practice within the Higher Education System and they would have to be dealt with very quickly in order to enable the process of development of leaderful practice to take place successfully.

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Collaborators comments	Initial Coding	Emerging Themes
<p><b>Question: What issue I wish to investigate?</b></p> <p>C1 – “Issue was about <u>development of leaderful practice</u>”</p> <p>C2, C3 and C4 <u>agreed unanimously</u> on the statement meet by C1</p> <p>C4 added: “<u>The two research questions should cover the objectives</u>”</p>		
<p><b>Question: How will I implement the plan?</b></p> <p>C1- The issues regarding examination could be taken as we are in examination mood “<u>We are in examination period</u>”</p> <p>C2 and C3 <u>agreed unanimously</u> with C1.</p> <p>C4 – “<u>Projects</u> could be <u>different</u> for each school or department but <u>same</u> strategies have to be <u>implemented</u>”</p>		
<p>C4 - For example <u>staff members</u> could be <u>assigned certain responsibilities</u></p>	<p>Staff members assigned responsibilities</p>	<p>Staff Empowerment</p>

Collaborators comments	Initial Coding	Emerging Themes
<p>CF – “<u>A meeting can be held in respect of marking of exams.</u>”</p> <p>C3- It would <u>not be possible to convene regular meetings</u> for the School of Mauritian Studies. However, I propose to take the marking exercises for examination of a project.</p> <p>Regarding steps for exams,</p> <p>C1, C3 “paper setting for exams, paper vetting, submission of marking schemes.”</p> <p>C2 “Paper setting for exams, paper vetting, submission of marking schemes, and invigilation.”</p>	<p>Convening meeting</p> <p>Not possible to convene regular meetings</p>	<p>Review of communication system</p>
<p><b>Why do I need to investigate this issue?</b></p>		
<p>C1 – <u>To improve the system</u></p> <p>C2 – <u>To find out shortcomings</u></p> <p>C3 – <u>To identify problems</u> and note observation and with observations implemented and carry analysis</p> <p>C4 – New strategies could be developed to <u>change the actual system</u></p>	<p>Improve the system</p> <p>Find out shortcomings</p> <p>To identify problems</p> <p>Change the actual system</p>	<p>Review of MGI system</p>

Collaborators comments	Initial Coding	Emerging Themes and Sub Themes
<p>Collaborator 4 – “In order to change the current system, <u>staff members could be assigned certain responsibilities</u> regarding organisation of a cultural activity.”</p> <p>“Staff members have <u>to be empowered.</u>”</p> <p>‘I coordinate all activities of my department so as to move towards a transformative research, <u>staff members have to be empowered.</u>”</p> <p>For example, they could be <u>given responsibilities to coordinate a programme.</u> This could also help in <u>promoting communication</u>”</p> <p>For example, <u>staff members could be assigned certain responsibilities</u> regarding organisation of a cultural activity</p>	<p>Assignment of responsibilities</p> <p>Staff empowerment</p> <p>Empowerment of staff</p> <p>Given responsibilities to coordinate a programme</p> <p>Promoting communication</p> <p>Assignment of responsibilities to staff members</p>	<p>Staff empowerment</p> <p>Review of communication system</p> <p>Staff empowerment</p>

Collaborators comments	Initial Coding	Emerging Themes and Sub Themes
<p><b>How will I monitor the action?</b></p> <p>C1 and C3 mentioned: <u>“Communication in writing, sending memos, follow up by phone calls and sending reminders to staff concerned.”</u></p> <p>C4 stated that: “the steps to be taken in connection with the actions set could be <u>discussed at meetings</u> and concurrently <u>assigning responsibilities to staff members.</u></p> <p>The change agents would act as facilitators to <u>empower staff members to take responsibilities through action learning, coaching and work based learning.</u></p>	<p>Communication in writing</p> <p>Sending a memo</p> <p>Phone calls</p> <p>Sending reminders</p> <p>Discussed in meetings</p> <p>Assignment of responsibilities to staff</p> <p>Empower staff members to take responsibilities through action learning, coaching and work based learning.</p>	<p>Review of communication system</p> <p>Staff Empowerment</p> <p>Increase in professional learning and development</p>

Collaborator comments	Initial Coding	Emerging Themes
<p><b>Question: How was the plan implemented?</b></p> <p>CF: “The head will be rating his department according to the observation grid</p> <p>C4 : “ The grid was interesting and if <u>we could go through it again</u> and work on it and give it a final touch before sending it to the supervisor.”</p> <p>CF: “<u>I went on the internet and searched</u> for the 4Cs and <u>collaboration</u> was defined as dedication, <u>accomplish work together</u> and <u>engage</u> with one another to <u>work</u> towards the mission. Concurrency was found to be <u>working together while being a leader</u> at the same time.”(normal tone and firm voice, clear language).</p> <p>C1: “Collaboration could be considered to mean <u>participative</u>, to have a <u>positive attitude towards colleagues</u>, to <u>communicate properly and to show commitment</u>, to <u>help others</u>, to <u>share responsibilities</u>.”</p> <p>C4: It should not overlap. The meanings of each element have to be defined by the researcher at a later stage. Define ‘participative’</p>	<p>Internet and searching collaboration and work together and engage to work.</p> <p>Work together</p> <p>Participation, right attitude communication, committed, helping and sharing</p>	<p>Professional Learning and Development at MGI</p> <p>Human resource and social skills,</p>

Collaborator comments	Initial Coding	Emerging Themes
<p>C3: “<u>Participative</u> is how a person is fully involved in any task he is assigned to do. Is he reluctant to participate in that? Is there <u>interaction</u> on his side?”</p> <p>C4: “The thesis will be based on the results of the above. It should be well conducted. All the words or paraphrases should be well-defined. The key elements falling under collaboration are further breaking the collaboration factor. Lumping them altogether will then define collaboration.”</p> <p>C4: “What is <u>positive attitude</u>? It was a bit tedious to define, it is in fact further breakable. In studies relating to <u>attitude skills</u>, it has been noted that it is further breakable.”</p> <p>C2: “<u>Attitude is the way people behave with each other.</u>”</p> <p>CF: “I asked the same question yesterday. <u>Positive attitude</u> may be <u>value judgement</u> of a person. For one person it could be <u>positive</u> while for another person, it could be negative.”</p> <p>C3: “<u>Positive attitude</u> may fall under participation itself as and when someone <u>participates in a particular task assigned to him</u>, then he, in fact is having <u>a positive attitude</u> which is pushing him to do it.</p>	<p>Participative interacting from his side</p> <p>Right attitude Right attitude</p> <p>Attitude Positive attitude, value judgement Positive</p> <p>Positive attitude, participation, task assignment, positive attitud</p>	<p>Human resource and social skills</p> <p>Human resource and social skills</p> <p>Staff empowerment Human resource and social skills</p>

Collaborator comments	Initial Coding	Emerging Themes
<p>C3: Removing <u>positive attitude</u> and putting common interest in its place will be recommended. For example, collaboration between MGI and MIE, each has a <u>common shared goal or common interest</u>.</p> <p>C1: “<u>Dedication to work</u>, would be a more appropriate word to be put here.”</p> <p>C4: “<u>Talking about positive attitude</u>, the following questions are pertinent to be asked. Is the <u>attitude positive</u> towards Head? Is attitude <u>positive towards the work</u>? Is the <u>attitude positive</u> towards the other colleagues? A researcher should have an operational definition to term the elements falling under the four ‘Cs’ and they should be neat and precise. <u>Positive attitude</u> towards colleagues or staff would also be suitable to be put under collaboration as it is in itself a <u>positive attitude</u>.”</p> <p>CF: “Criteria that take into account a <u>sustaining commitment</u> which falls under <u>collectiveness</u>. This <u>commitment should be sustained</u> through <u>cohesiveness</u>, for example <u>conflict and consensus</u> will come under collectiveness.</p> <p>C3: “<u>Commitment is personal engagement</u>.”</p> <p>C4: “<u>Commitment in terms of what and whom</u>.”</p>	<p>positive attitude</p> <p>common shared goal or common interest</p> <p>dedication to work</p> <p>positive attitude</p> <p>positive attitude</p> <p>positive attitude</p> <p>positive attitude</p> <p>commitment,</p> <p>cohesiveness, conflict and consensus</p> <p>commitment</p> <p>commitment</p>	<p>Human resource skills and social skills</p>

Collaborator comments	Initial Coding	Emerging Themes
<p>CF: <u>“Sustained commitment would be better than commitment.”</u></p> <p>C1 - <u>“Helping others should also fall under collaboration.”</u></p> <p>C1, C2 and C3 and CF all agreed to the proposal.</p> <p>C3: <u>“sharing responsibility would be suitable to add in the context.”</u></p> <p>C1, C2 and C4 agreed to the proposal.</p> <p>C1: <u>“Sharing responsibilities, sharing of knowledge, listening to others, abide by decisions, sustaining commitment and cohesiveness would figure under collaboration.”</u></p> <p>CF : Cohesiveness is the harmony in decision making</p> <p>C2: <u>“Listening to others, abide by decisions, ability to solve problems”</u> would also come under the category of collaboration. Those showing these qualities reveal the extent to which they collaborate.”</p>	<p>commitment</p> <p>helping others</p> <p>sharing responsibility</p> <p>responsibilities, sharing and knowledge sharing, listening to others, abide by decisions, commitment and cohesiveness.</p> <p>Cohesiveness, decision making.</p> <p>Listening to others, abide by decisions, ability to solve problems</p>	<p>Human resource skills, and social skills</p> <p>Human resource skills and social skills</p>
<p>C1: <u>“Collectiveness is the sense of belonging, team spirit and collective decision making.”</u></p> <p>CF: <u>“The willingness to accept and work together to engage and be supportive to one another. The source of this information is from the internet most specifically from journals based on leaderful practice.</u></p>	<p>sense of belongingness, team spirit and collective decision making</p> <p>willingness to accept and work together</p>	<p>Human resource skills and social skills</p>
<p>C4: <u>“Good interpersonal relations were an essential requirement to show collectiveness in decision making</u></p>	<p>Good interpersonal relations- collectiveness decision making</p>	<p>Human resource skills and social skills</p>

Collaborator comments	Initial Coding	Emerging Themes
<p>C2: “Compassion refers the extent to which people in an <u>organization are committed to preserve the honour</u> of an individual in the system irrespective of the status, caste or creed of one and all.”</p> <p>C4 said: “you <u>should be able to feel what they feel.</u>”</p> <p>CF: “It is <u>not to hurt the feelings of other people.</u>”</p> <p>C 1, 2 and 3 agreed over the above.</p> <p>CF: “ It is <u>integrity which is self respect</u> and treat each colleague as <u>equal</u> or <u>give fair treatment.</u>”</p> <p>C4: “<u>Integrity can be referred as mutual understanding.</u>”(Simple language normal tone)</p> <p>CF: “Integrity might be equal treatment to others. For example, if there is a meeting, then even the clerical officer is concerned with what is being discussed in terms of ideas and suggestions. He or she should be given <u>equal treatment and respect.</u> There should be no superiority or inferiority complex.”</p> <p>C1: “It is the extent to <u>which people within the department of the organisation in an institution or department acts as a leader at the same level.</u>”</p>	<p>committed</p> <p>compassionate</p> <p>compassionate</p> <p>integrity, equal or give fair treatment</p> <p>mutual understanding</p> <p>equal treatment and respect</p> <p>equal treatment and respect</p> <p>people act as a leader at the same level</p>	<p>Human resource skills and social skills</p> <p>Human resource skills and social skills</p> <p>Human resource skills and social skills</p>

Collaborator comments	Initial Coding	Emerging Themes
<p>CF: “<u>accepting changes can also form part of concurrency.</u>”</p> <p>C4: “<u>ability to solve problem, accessibility and decision making</u> should also form part of concurrency.”</p> <p>C1, C2 and C3 agreed with the above proposals.</p> <p>C2: “Showing leadership skills and accountability also fall under concurrency.”</p>	<p>accepting changes</p> <p>ability to solve problem, accessibility and decision making</p> <p>Showing leadership skills and accountability</p>	<p>Human resource skills and social skills</p>

Collaborators	Initial Coding	Emerging Themes and Sub Themes
<p><b>Question: How was the plan implemented and how were the actions monitored?</b></p> <p>C1: <u>“More opportunities were given to the staff and thus the routine procedures had been changed. These included preparing their own questionnaires and conducting the whole exams structure and each and every staff appreciated the initiative undertaken in the sense that they felt they were empowered. In-depth interviews were conducted among staff. I have prepared my own questionnaire and the staff were interviewed at their own convenience when they were free for example during lunch time.</u></p> <p>Interesting information was achieved throughout the interviews. Conduct of <u>exams went all very smoothly in accordance with what was expected from leaderful practice at MGI.</u></p> <p><u>“Nearly all staff participated except one who was not willing to involve in this. All staff were willing to participate and they gave good responses. All these depended on the behaviour of the staff members, the body language and the way they were reacting and the willingness with which they had answered voluntarily to the questions.....they felt the spirit that they were doing the job for MGI.</u></p>	<p>more opportunities to the staff changed procedures questionnaires preparation appreciation of staff, initiative taken empowerment, interviews among staff own questionnaire preparation own convenience were free</p> <p>smooth conduct of exams leadership practice</p> <p>participation participative positive attitude communication communication communication team spirit</p>	<p>Staff empowerment</p> <p>Human resource skills and social skills</p> <p>Review of Communication</p> <p>Human resource skills and social skills</p>

Collaborators	Initial Coding	Emerging Themes and Sub Themes
<p>Not only from one event that the staff would get <u>empowered</u> but a series of events should be regularly conducted or in any other activity in the long run where the staff will get empowered and come with conclusions.</p> <p><u>Training</u> is also <u>crucial</u> and since the beginning a <u>training in management</u> itself is important as <u>management</u> includes so many things. It can be an <u>intensive course</u> because this will really help to understand work environment.</p>	<p>empowerment of staff</p> <p>training important management training management intensive course</p>	<p>Staff empowerment</p> <p>Staff empowerment Training</p>
<p>C3: “They were very happy to contribute as it was felt that <u>they were not given the ample opportunity to express their views at certain times.....</u>”</p> <p>“The staff in fact <u>took this task responsibly</u> and they <u>know how important it is to set question papers</u>. The <u>turning point</u> was that for the <u>first time, the question papers were discussed</u> with <u>the Head and staff which was not the case before as earlier only the Head has the right to look after the question papers</u>. This task empowered all staff as they felt this sense of freedom to express their views. The element of <u>empowerment</u> and <u>respect</u> was surely felt, <u>sense of commitment</u> became stronger as everyone got the opportunity to sit together in a very constructive and transparent manner.</p> <p>But one point to be raised is that one newly recruited staff in the department stated that there is a serious <u>lack of communication</u>.”</p>	<p>communication problem</p> <p>leadership commitment</p> <p>question papers discussed with Head and staff</p> <p>empowerment respect and commitment</p> <p>communication problem</p>	<p>Review of communication</p> <p>Human resource skills and social skills</p> <p>Staff empowerment</p> <p>Human resource skills and social skills</p> <p>Review of communication system</p>

Collaborators	Initial Coding	Emerging Themes and Sub Themes
<p>C3 mentioned further: “There was a <u>sense of collectiveness</u>.....They feel <u>well connected</u> and also that <u>collectively they undertake any particular task as a sole motive</u> is of course progress.</p>	<p>sense of collectiveness well connected team spirit</p>	<p>Human resource skills and social skills</p>
<p>The element of <u>team spirit</u> is there but in a covered manner. We have to in fact <u>devise strategies to develop it further</u>.</p>	<p>team spirit, devise strategies to develop it further development</p>	<p>Professional learning and development</p>
<p>The <u>sense of belonging</u> has also been felt. Concerning <u>concurrency</u>, there is room for <u>participative decision making which seems to be very lacking</u>.”</p>	<p>belonging concurrency lack of participation</p>	<p>Human resource skills and social</p>
<p>C3: “The <u>part timers punctuality</u> was another issue in the department..... but still <u>Management acted with them</u> in a very positive manner and no such action was taken with them understanding their constraints. “There was this <u>sort of leadership practice</u> but it <u>needs to be improved</u>.”</p>	<p>punctuality sound management leadership improvement</p>	<p>Human resource skills and social skills</p>

Collaborators	Initial Coding	Emerging Themes and Sub Themes
<p>C3 – But one point to be raised is that one newly recruited staff in the department stated that there is serious lack of communication. There should be <u>this right to open, right to express views, freedom of views/opinions</u> like <u>all information should be shared collaboratively</u>.....</p> <p>The <u>element of respect</u> should be inculcated.</p> <p>There should be <u>management courses, workshops</u> and also direct <u>involvement of academics in administrative works</u> so that <u>they can inculcate this sense of belongingness</u> and believe that <u>yes they can do it</u>.</p> <p>“<u>Hierarchy</u> is still here, whereby it is only <u>what the head tells, the staff have to do</u> and <u>this hinders the sense of doing something additional</u>.”</p> <p>CF - We can speak of leaderful practice and the 4 “Cs” but in a hierarchical system, it will not work out”</p> <p>“I am <u>satisfied</u> with the <u>improvement</u> brought by the staff through <u>leaderful practice</u> but there is room for <u>improvement</u> and it is to be noted that in the new generation, people are more comfortable with this <u>new concept of leaderful practice</u> and they really will follow this good model of practice.”</p>	<p>communication problem</p> <p>lack of sharing of information</p> <p>Respect</p> <p>lack of training in management, workshops, involvement of academics in administrative works</p> <p>belongingness</p> <p>ability to solve problem</p> <p>hierarchy problem what the head tells, the staff have to do</p> <p>hierarchy and hindrance</p> <p>satisfaction and improvement</p> <p>leadership</p> <p>improvement</p> <p>leadership</p>	<p>Review of communication system</p> <p>Human resource skills and social skills</p> <p>Training of staff</p> <p>Human resource skills and social skills</p> <p>Review of hierarchy system</p> <p>Human Resource skills and social skills</p>

Collaborators	Initial Coding	Emerging Themes and Sub Themes
<p>C4: “There are six papers which needed to be set and moderated according to the marking scheme. There was some <u>sort of reluctance</u> that was felt and the staffs’ <u>first reaction</u> was that if they are teaching and if <u>they are not involved</u>, they <u>are not supposed to set the papers</u>.</p> <p><u>The second reaction was that they wanted everything given to them in hand in terms of module information sheets syllabus and format of question paper.....”</u></p> <p>C4 stated what sectors and collaborators have mentioned regarding question papers. “Good if you could check it”</p> <p>C4: “suppose <u>I am not there for you</u>. <u>You should take the responsibility</u>, be it <u>good or bad</u>, you should <u>take the responsibility</u> to bear the positive and negative consequences. This forms part <u>of a learning process</u> and <u>in learning</u>, it is not necessary that everything goes right. By falling down sometimes, <u>you improve.....”</u></p> <p>“The staff were in fact <u>empowered</u> that they can do something and remove the legacy or <u>fearfulness</u> that they cannot do something.....”</p> <p>In order to improve leaderful practice, C4 mentioned : “there should be <u>training in setting up exams papers, marking the same and also translating a syllabus</u> into a question paper .....</p>	<p>negative attitude</p> <p>negative attitude</p> <p>lack of responsible staff staff unable to take responsibility</p> <p>learning process learning</p> <p>improvement needed empowerment</p> <p>staff training</p>	<p>Human resource skills and social skills</p> <p>Human resource skills and social skills</p> <p>Professional learning and development</p> <p>Staff empowerment</p> <p>Training of staff</p>

Collaborators	Initial Coding	Emerging Themes and Sub Themes
<p>“<u>Training is in fact very fundamental.....</u>”</p> <p>“There should be a <u>full-fledged exams officer who will take care of the exams</u> and who knows what is pedagogy, what is curriculum and knows <u>what is to be an exams officer and also takes care of the examinations.....</u>”</p> <p>“..... Examination evaluation is part of the curriculum and not away from the system. The basic of curriculum is to make learning happen. Examinations should make learning happen.”</p> <p>“Leaderful practice has taken place but there is <u>still room for improvement</u> also. Training is required.”</p>	<p>training, fundamental }  recruitment of exams officer }  recruitment of exams officer }    improvement required }</p>	<p>Training staff</p> <p>Recruitment of specialised personnel</p> <p>Training of staff</p>