

**APPREHENSION ABOUT COLLECTIVE LEADERSHIP:
AN ACTION RESEARCH STUDY IN MODERN ORGANISATIONS IN AFRICA**

**Thesis submitted in accordance with the requirements of the
University of Liverpool for the degree of
Doctor of Business Administration**

By

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02 March 2022

ABSTRACT

Purpose: More than 25 years after the development of collective leadership (COLLEAD) as a leadership practice, not all modern organisations in Africa are exercising it when required. The lack of applying this practice has been attributed to different factors. The purpose of this research is to better understand how COLLEAD is practised in African organisations; to be aware of the challenges leaders and managers are facing and that make them apprehensive, and to propose a tool that can facilitate the practice of COLLEAD.

Methodology (Data collection and Analysis): The data collected for this qualitative study is from interviews and focus group discussions undertaken with leaders/managers and employees with no leadership role working for public, private, and international organisations, to know whether the hierarchical structure of the organisation and the mechanistic management style have an impact on the practice of COLLEAD. My action research allowed me to go through the steps of diagnosis, planning action, action and evaluation during the three cycles of this research. As a pragmatist, I built on research participants' experiences in leadership practice, their opinion about COLLEAD, the existing literature on the subject, and my observations.

Findings: The research has confirmed that the personality and behaviour of individuals involved, impact on the practice of COLLEAD. Furthermore, the study has revealed that the socio-cultural background of leaders/managers and members of a team in the African context, influence the practice of COLLEAD. The hierarchical structure of the organisation, the mechanistic management style as well as the issue of accountability prevent leaders/managers and team members from fully engaging in COLLEAD practices. The discordance that sometimes prevails within teams and across the organisation can be an obstacle for effective COLLEAD practice.

Conclusions: Overall, this action research has enabled me to respond to my research questions. It has allowed a better understanding of the leaders'/managers' perceptions of

COLLEAD and how they apply it within the African context. It has highlighted the challenges they face in implementing this practice, its benefits as well as the conditions required to exercise it. It has also contributed to understanding the actions required to promote COLLEAD practice and to propose a framework to guide leaders/managers.

Research Limitations: The scope, in terms of the number of interviews, was limited for this type of study and included more senior and middle managers who have leadership roles; only few employees without leadership/managerial functions were part of the research participants.

DECLARATION OF AUTHENTICITY

I do hereby declare that this thesis is the result of my own research, except to the extent indicated in the acknowledgements and references and by comments included in the body of the report, and that it has not been submitted in part or full for any other degree to this, or any other University.

DEDICATION

This dissertation is dedicated to my family, to my father for having instilled in me the taste for reading, to my mother for having always encouraged me to go further in studies, to my children Hassane, Cheick, Abdel-Moumine, Ismael, and Malick for their patience during these months of study.

ACKNOWLEDGMENTS

I am grateful to, and acknowledge:

The exceptional guidance, support, encouragement and assistance of Dr Thomas Matheus, PhD, in the supervision towards the accomplishment of this thesis. You ensured its success and more importantly my progress in becoming a Doctoral scholarly practitioner, by pushing me to reflect deeply on my thesis.

The support of Dr Jill Shepherd, my second supervisor, who provided me with valuable feedback and guidance.

The participation of colleagues and friends in this study, who spared no effort to give me their support.

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LIST OF ABBREVIATIONS

AR	Action Research
CAQDAS	Computer-Aided Qualitative Data Analysis
COLLEAD	Collective Leadership
FG	Focus Group
IAR	Inside Action Research
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
SLR	Systematic Literature Review
TOR	Terms of Reference

1. CHAPTER ONE: INTRODUCTION

1.1. Introduction to the topic

More than 25 years after the development of collective leadership (COLLEAD) as leadership practice, not all modern organisations in the African context are using it, despite evidence that it is an approach for change and it contributes to performance improvement (Graetz, 2000; Hogan & Kaiser, 2005; Raelin, 2018). This slow progress in embracing COLLEAD has been largely attributed to leaders who have not been able to effectively and efficiently perform their role of custodian to challenge global inefficiency issues in leading organisations. The lack of COLLEAD practice has also been attributed to organisational structures and culture that have failed to put in place an institutional framework to promote the practice of COLLEAD. To tackle these challenges, organisations are increasingly investing in building the capacity of leaders to generate innovative ways to drive the organisation and empower their team members for more efficiency. However, this may not be the only solution for COLLEAD practice to occur in organisations.

This study has been undertaken to address the problem of a lack of COLLEAD practice within modern organisations in the African context. To this end, it focuses on two main questions:

- (i) Why are leaders and managers apprehensive about collective leadership?
- (ii) What could facilitate the practice of collective leadership in modern organisations in Africa?

This chapter first introduces the topic (Section 1.1), then provides the background and the inspiration for the study (Section 1.2). Section 1.3 gives an overview of the context of the study, highlighting the local context, the researcher's background, and the pertinence of the problem. Section 1.4 elaborates on the problem statement. Section 1.5 indicates the research questions. The purpose of the study is presented in Section 1.6. The

research approach to address the issue, and contribution of this study to the existing body of knowledge, is highlighted in Section 1.7 and the outline of the study presented in Section 1.8.

1.2. Background and inspiration for the study

My choice to research leadership and, more specifically, COLLEAD, stems from the fact that I have always been drawn to this practice in business administration. I have always believed that the success of any business comes from the perspectives of the leader and the type of leadership that is practised there.

Nowadays, the traditional way of thinking of leadership as one 'great man' is declining. There are different perspectives of leadership: (a) person-centred, (b) social network, (c) social-relational, (d) institutional (Eva et al., 2019). There are also different types of practising leadership: (a) shared leadership, (b) distributed leadership and (c) collective leadership, amongst others.

During the leadership course in the DBA programme I discovered COLLEAD, which in my opinion focuses on a certain social dynamic including social networking and social relationships strengthened by institutional support. I found that this way of practising leadership is in line with my beliefs in my social life and my philosophical orientation (pragmatism). Since I have known this leadership practice, I have experimented with it within my team, and I have observed that my team members are more committed to their work, and they feel more comfortable to speak on my behalf in meetings where I am unavailable to attend. This has made me strongly believe that COLLEAD includes pragmatist factors that can bring positive changes in the relationship between leaders and followers, and between managers and members of the team.

In addition, it is an innovative way of practising leadership that is in line with the globalization of business activities in the world. However, it is not a current practice in organisations operating in the African context where I am working. For example, I have

observed that in my working environment, some leaders are still not using it although academics and practitioners have demonstrated its benefits in some situations.

My observation that managers are apprehensive about using COLLEAD and my beliefs that this practice can bring positive change in an organisation, are the two elements that have guided my choice to research COLLEAD practice. This study focuses on: (a) how COLLEAD is practised in my African organisational setting, (b) the barriers that prevent leaders/managers from using this practice when required, and (c) what could facilitate the promotion of COLLEAD.

Some academics have tried to define COLLEAD. For example, Friedrich et al., (2009, p.933) define it as, “a dynamic leadership process in which a leader, or a set of leaders, selectively utilize skills and expertise within a network, effectively distributing elements of the leadership role as the situation or a problem at hand requires”. This definition reveals the conditions required to practise COLLEAD: (1) a process that changes depending on the situation at hand, (2) a leader or set of leaders (individuals), (3) a network (where individuals demonstrate their skills and expertise), and (4) a leadership role (defined and attributed by the organisation). It also shows that COLLEAD offers flexibility, transparency, and participation. With these attributes, teams and organisations could benefit from practising COLLEAD because it would bring commitment, efficiency, and sustainability.

1.3. Context of the study

1.3.1. Local context

Working for an international organisation in Africa, my research targets leaders, and managers within this setting, particularly managers at my workplace, as well as those in public and private organizations since leadership practice may be different in those settings. Former managers, who are engaged in consultancy or independent work, are also part of this study in order to benefit from their experience on the subject. As

practitioners, the research participants provide insights on COLLEAD and this contributes to the actionable knowledge the study produces.

1.3.2. Researcher background

I have been working as a manager for the past 18 years, exercising coordination and leadership roles. During these years, I have assumed different managerial positions, which also implies I have had to lead a team.

In these positions, I have coordinated programme management within a cluster, or a country team. I have advised the head of the cluster, or the country office, during operational planning and implementation. I have also established teams to implement specific projects. During the execution of those projects, I have practised my leadership skills by providing guidance, overseeing the work of several units, and coordinating team-members towards the delivery of quality operations services.

My participation in the general management of several clusters and country teams has allowed me to encounter different types of leadership practice and different management styles from my supervisors.

From work experience with my team members, peers, and supervisors, I have learnt that leadership is practised in different ways depending on the context and the situation at hand. With this in mind I strive to make my team-members participate in my leadership practice for most of the projects under my responsibility. However, I have observed that not all team leaders in my work environment use innovative approaches. Some of them still apply the 'great man' leadership style that does not result in positive outcomes.

1.3.3. Pertinence of the problem

Although we have witnessed the development of COLLEAD practices in Europe and America over the past 25 years and its utilization in modern organisations, this is not the case in all organisations based in Africa. Some team leaders still use traditional leadership and do not give the opportunity to their team members to execute a leadership

role; others are trying to introduce innovative ways of leading by delegating more, but without allowing team members to make decisions. This traditional way of practising leadership results in a lack of commitment from team members and creates inefficiency.

The lack of applying COLLEAD could be the consequence of issues encountered by leaders and managers; but this must not impede them in their leadership practice as these issues can be addressed. Also, being in a new era of doing business, it is urgent for leaders/managers, in organisations in Africa, to be aware of and apply COLLEAD if they want to ensure sustainable positive performance.

It has been demonstrated that COLLEAD practice can bring cohesion and promote commitment within both the team and organisation if one knows the conditions to apply this practice. Academics and practitioners have researched the topic and highlighted some of the issues and benefits of practising COLLEAD. For example, Friedrich et al., (2009) have discussed the conditions and the enabling factors to practise COLLEAD. Moreover, academics such as Zaccaro et al., (2001), Friedrich et al., (2009) and Raelin (2003, 2018) have also developed theories, models, and frameworks to better understand COLLEAD, although they do not address the 'when' and 'how' of practising it at the organisational level. There is no practical guide or framework to implement COLLEAD within an organisation, therefore, engaging in this study is a way of contributing to filling this gap. The findings will generate actionable knowledge and tools such as a framework to practise COLLEAD that can help managers and leaders.

1.4. Statement of the problem

All leaders in the 21st Century working in organisations based in Europe, America, Africa, or anywhere in the world should abandon traditional leadership and embrace emergent leadership practices such as COLLEAD to fulfil organisational goals. However, currently some leaders in Africa based organisations don't use COLLEAD because they are apprehensive about the challenges related to this practice. It is a problem for modern

organisations in this setting because this lack of COLLEAD practice negatively affects the implementation of some key projects such as organisational change.

I identified this problem at my workplace when discussing with my peers and supervisors regarding possible underlying factors limiting innovative leadership practice during project design, implementation, and evaluation.

From the discussions, I noted that each of them has their own understanding of leadership. For most of them, leadership is a position, or a state of being in control of a group of people. Therefore, they cannot consider one of their team members being in control of the group. This perception of leadership shows their attachment to traditional leadership or the 'great man' concept of leadership, also demonstrating that they may be reluctant to apply COLLEAD. Consequently, traditional leadership can inhibit commitment and reduce team members' level of participation in efforts striving towards common goals.

My organisation, like others, seeks to resolve this issue by offering leadership capacity training to leaders and managers. During such trainings, individuals are provided with knowledge and tools to improve their performance as leaders. However, the problem persists and looks intractable.

The current study investigates the deep causes of a lack of COLLEAD practices and suggests ways and means to bring solutions.

1.5. Research questions

This study will focus on the following main research questions:

- (a) Why are leaders and managers apprehensive about collective leadership?
- (b) What could facilitate the practice of collective leadership in modern organisations in Africa?

1.6. Purpose of the study

The purpose of this qualitative study is to understand why leaders/managers are apprehensive about COLLEAD practice, and what challenges they face when they embark in this practice. Furthermore, the study aims to examine how they practice COLLEAD in modern organisations based in Africa. This is possible through the analysis of feedback provided during the semi-structured interviews and focus group. In my quest to find ways and means of solution, I explain when and how leaders and managers could use COLLEAD.

1.7. Research Approach

Considering my dual roles of scholar and practitioner, I am part of the proposed study. I engage in action research (Coghlan & Brannick, 2010) using qualitative methods because of the objectives of the study and the nature of the inquiry to be undertaken (Creswell, 2013). During this action research, I acted in a collaborative way with the participants.

The methodology I used to collect data was semi-structured interviews (Rabionet, 2011; Galleta, 2013). During the inquiry, I collected information on perceptions of leadership and facts on the causes of the lack of COLLEAD practice in targeted organisations. I relied on the research participants' responses to understand how COLLEAD is practised in their organisation. It was also expected that participants would elaborate on any challenges they face. Furthermore, I used a template analysis approach to answer my research questions (King, 1998).

The findings of this study will constitute the basis on which to produce actionable knowledge that leaders/managers in private, public, and international organisations may use to practise COLLEAD.

1.8. Outline of the study

This study has five chapters including this chapter which has described the inspiration for the study, the problem, the aim of the study, the context and the research approach used to address the problem. Chapter 2 provides a Systematic Literature Review (SLR) that uncovers the theoretical background of COLLEAD practice. Chapter 3 presents the research approaches including the research philosophy, epistemological assumptions, research paradigm and the methodological choice for the investigation. It also provides the methods for data collection and the data analysis using a qualitative approach. In Chapter 4, I present and interpret the findings of the investigation undertaken. Chapter 5 discusses the findings of the research, also highlighting solutions to the problem identified and an action plan. This chapter presents the theoretical contribution to COLLEAD and the cycles of my action research. It brings some actionable recommendations for organisations favourable to COLLEAD practice. In this chapter, I reflect on my DBA journey, and present the conclusions also highlighting limitations of this study and areas for further research.

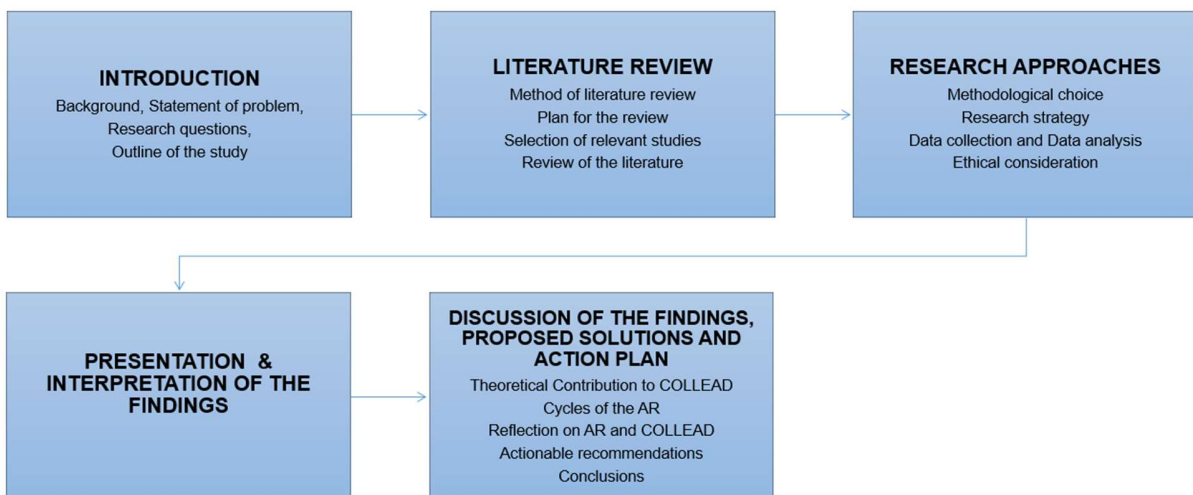


Figure 1: Outline of the research

2. CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This thesis focuses on two major ideas: one is the perception of leaders/managers concerning COLLEAD practice, and second, the use of this COLLEAD practice in positively changing the way managers/leaders lead their team for sustainable efficiency. Therefore, these two ideas will guide the literature review.

Section 2.1 introduces the chapter. Section 2.2 gives an overview on the choice of the method of literature review as well as the plan for the review and literature search. Section 2.3 offers an assessment of the existing knowledge about the topic (Easterby-Smith et al., 2008; 2012) and critically examines the different viewpoints from the literature. This section first gives an overview of the definition of COLLEAD; it also examines researchers' conclusions on whether COLLEAD is a role, a person, or a process, moving on to discuss collectivistic approaches to leadership. Section 2.3 also highlights the challenges, the enabling conditions, and benefits of practising COLLEAD for both the organisation and the individuals. Still under Section 2.3, the role of COLLEAD practice in team efficiency and effectiveness is analysed. Based on the knowledge offered by the literature review, Section 2.4 proposes a conceptual framework to facilitate COLLEAD practice in teams. Section 2.5 concludes the chapter.

Figure 2 below gives the outline of the SLR undertaken in this study.

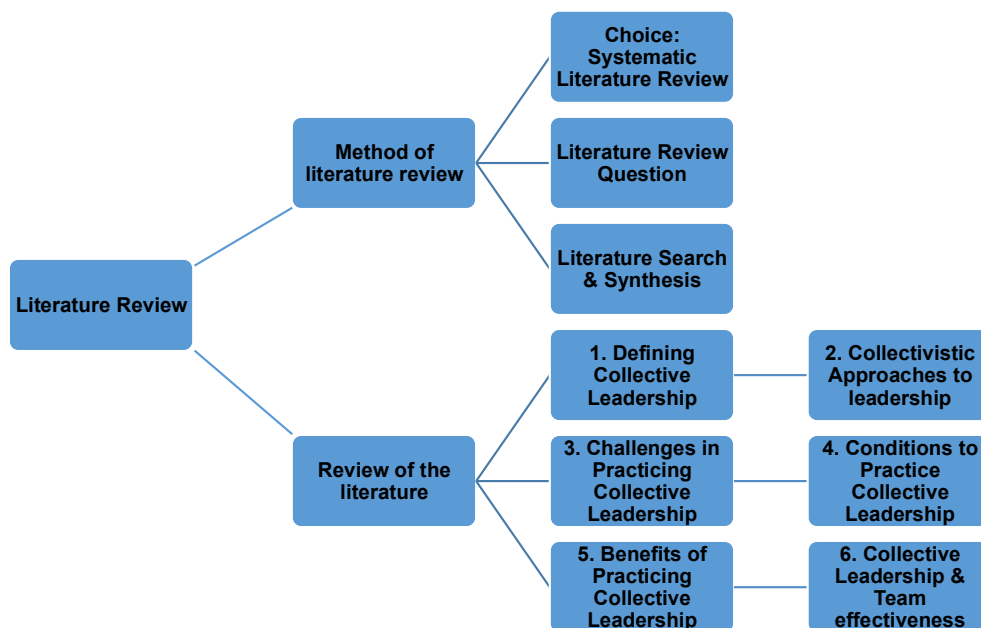


Figure 2: Outline of the literature review

2.2. Method of literature review, plan, and literature search

2.2.1. Method of literature review

There are two different approaches of reviewing literature: the traditional way (Levy and Ellis, 2006) versus the SLR (Briner and Denyer, 2012; Okoli and Shabram, 2010). Each method has its own principles and processes.

For this study, I selected SLR because it is an evidence-based practice, and it fits with the objective of the study. It is a method that helps to identify relevant literature on COLLEAD practice (Appendix A). Using a SLR allows for discovering and appraising theories and models on COLLEAD practices. It guides, while seeking evidence and clarity, on how COLLEAD is practised and why some leaders fear to use it in organisations. Therefore, the current SLR is developed based on the following process: (i) scrutinizing the literature concerning practice questions to produce reliable knowledge through gathering the findings from a field of studies; and (ii) building on prior research by cultivating a full understanding of the existing body of knowledge. In this process, focus

is on the following actions: (i) plan the review, (ii) locate previous studies, (iii) appraise contributions, (iv) analyse and synthesise information gathered, and (v) report the best evidence.

2.2.2. Planning for the review

Planning of the review starts by identifying the review question, which is crucial because it informs which studies to include, and it must be well formulated and answerable.

Reflecting on the review question allows the development of some exploratory questions, which lead to a more in-depth inquiry. Further to that inquiry, and to make the review question more specific, different frameworks were examined (Booth, 2004; Pawson, 2006; Higgins & Green, 2008; Denyer & Transfield, 2009). Finally, I have noted that the PICO framework proposed by Higgins & Green (2008) best fits into the topic under study. PICO means:

- P: The **P**atient group (s) with the condition or problem.
- I: The **I**ntervention, action, or activity under consideration.
- C: The **C**omparison or alternative to the intervention.
- O: The possible **O**utcome or effects of the intervention or activity.

The PICO question for this review is: “For leaders and managers who are apprehensive about using COLLEAD, how can formal guidance facilitate the utilisation of this practice for more efficiency and effectiveness?”

The review question also helps in finding the keywords that guide the literature search. The following keywords used to search for studies and data are consistent with the review question: collective leadership, shared leadership, distributed leadership, definition and conditions for collective leadership, efficiency in management, issues in collective leadership practice, practical guidance for collective leadership. A list of journals consulted is presented in Appendix B.

2.2.3. Literature search and synthesis of the relevant studies

Based on the four categories of research synthesis, the current SLR follows the interpretation way of reporting. Data was extracted and summarised considering the following elements: Authors and date, Title, Study location, Number of citations, Purpose, Study type, Definition of collective leadership, Main outcomes, Potential effect of collective leadership, Management, and Main findings.

The relevant findings of the SLR are presented in Appendix C.

2.3. Review of the literature

2.3.1. What is leadership?

Before the 19th Century, leadership had existed but was not considered as such an important topic as today because power was divine; people were obeying Kings, Lords, and high rank individuals in society. Therefore, power was authoritarian.

During the 19th Century, with the creation of Parliament, part of the Kings' power was transferred to other individuals representing the population. This was the beginning of democracy. Several thoughts dominated the debate in the Western history of leadership: (1) the idea that leadership was based on the character trait of an individual, known as the 'trait theory of leadership'. Several researchers worked on this theory and found other variables, which they associated to leadership. For example, Thomas Carlyle (1841) determined the talents, the skills, and physical characteristics of men who ascended to power. Francis Galton (1869) researched leadership qualities in families of powerful men and concluded that leadership was inherited. According to Galton (1869), people were born leaders, but they could not become leaders. This was known as the 'great man' theory, whereby leaders were born with leadership characteristics such as intelligence, confidence, charisma, and social skills. In the 20th Century, Stogdill (1948) and Mann (1959) reviewed research conducted on leadership and found that leadership was situational: people who were leaders in one situation might not be leaders in other situations. This resulted in the 'situational' theory of leadership, where the focus moved

from the traits to the behaviours of leaders. Research was focussed on effective leader behaviours, resulting in 'behavioural' theory based on the belief that 'great leaders are made, not born'; this is the opposite of the 'great man' theory. In behavioural theory, the central point is the actions of the leader and not on mental qualities or internal states. Therefore, the most important tenet is, people can become leaders by learning and observation.

It is important to highlight that from the 20th Century, thoughts on leadership have evolved with the emergence of other theories such as 'contingency' theory that targets variables related to the environment that will determine the leadership style that best fits the situation at hand. This leadership theory focuses on the fact that no leadership style is best in all situations. 'Participative' leadership theory recommends that the best leadership considers others' inputs within the group. In participative leadership, although the leader allows team members to participate and contribute, he/she has the right to accept or reject their inputs. 'Management' theory, also called transactional theory, comprises three elements: the supervision role of the leader, the organisation, and team member performance. It is used in business organisations. 'Relationship' theory, also called transformational theories, exhibits that the central point is the attachment between the leader and the followers. The transformational leader concentrates on the performance of team members; therefore, he/she strives to motivate and inspire them.

From the above leadership theories, it is important to note that the focus has shifted progressively from a single-person action to a community one. To this end, leaders and managers are referring to leadership styles that consider this notion of community. They are engaged in solving organisational problems collectively with their team members. Furthermore, there are situations where managers and employees are taking some decisions collectively. These practices are in line with the principles of situational and transformational theories of leadership. Transformational leaders need to be passionate, genuine, supportive, and trustworthy to support their team members in the attainment of common goals. These characteristics are also in line with Raelin's (2003) leaderful practice that comprises four tenets: concurrent, collective, collaborative, and

compassionate. Comparing the characteristics of the transformational leader and those of leaderful practice, there are similarities. Both promote the notion of trust and the idea of working collectively for a common goal.

Reflecting on the eight major leadership theories above, I have found that the practice of COLLEAD is embedded in both situational and transformational theories. The rationale behind this assertion is that, during leadership practice a leader will choose to act collectively depending on the situation at hand, and he/she must be passionate, genuine, supportive, and trustworthy to be able to support his/her team members to attain common goals.

This study is interested in COLLEAD practice in organisations and the following section provides some definitions.

2.3.2. Defining collective leadership

No agreement was reached on whether leadership is “a position, a person, a behavioural act, a style, or a relationship” (Nirenberg, 2001, p.3). Also, in the SLR, I could not find a universal definition of COLLEAD. COLLEAD is seen from different perspectives: it is considered as a role, a person, and a process (Friedrich et al., 2009). For example, Contractor et al., (2012), in their study on typology of COLLEAD, brought out the same three structural aspects: (1) people (including the leaders, the followers and their relations); (2) roles (referring to leadership functions), and (3) time (which relates to the dynamics). The following selected definitions of COLLEAD are structured based on the three dimensions.

Gronn (2002, p.428) defines COLLEAD as a “status ascribed to one individual, an aggregate of separate individuals, sets of small numbers of individuals acting in concert or larger plural-members organisational units”. This definition of COLLEAD focuses on the role dimension. For Gronn, this role is not attributed to only one individual and in his definition, there is a relational aspect of how individuals interact: they should be interacting consistently towards a common goal. Gronn’s definition does not consider the

time aspect, which is essential in a COLLEAD scenario. Furthermore, the absence of a timeline during which the role of leader is attributed to individuals may create issues amongst team members and this may affect organisational efficiency. The rationale behind setting a timeline is that an individual in a team, who leads others for a project, may take longer to implement the project. In addition, when the time is long, he/she can gain prerogatives that may go beyond what is required, and this can create frustrations within the team.

Pearce and Conger (2003, p.1) used the terminology 'shared leadership' for COLLEAD and defined it as "a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organisational goals or both". From this definition, leadership is considered as a process where each member of a group works to achieve a common objective. Although the authors do not mention it, during this process leadership is seen as a role that is limited in time. This means that each team member leads others for the duration of a project.

For Hiller et al., (2006, p. 388) collective leadership "is not the role of a formal leader, but the interactions of team members to lead the team by sharing in leadership responsibilities". The authors emphasise the process dimension, which is also reflected in the definition provided by Hunt and Ropo (1997) who state that COLLEAD "is not a characteristic of a person, but involves the relational process of an entire team, group or organisation". Examining these two definitions, COLLEAD is more about a process, but implicitly they refer to the role dimension, which team members execute in assuming responsibilities. Furthermore, this definition brings out the following questions: To which extent are leadership responsibilities shared amongst the members of the team? Can one say that the notion of accountability is equally shared amongst team members? The issue of accountability can be the subject of another study because it is sometimes missing in discussions about shared leadership responsibilities.

Friedrich et al., (2009, p. 933) define COLLEAD as "a dynamic leadership process in which a defined leader, or set of leaders, selectively utilise skills and expertise within a

network, effectively distributing elements of the leadership role as the situation or problem at hand requires". This definition considers leadership as a phenomenon with all three dimensions: a role, a person, and a process. This definition of leadership can objectively guide managers within the organisation to choose whether they want to apply a COLLEAD that focuses on a role, a person, or a process. The fact that COLLEAD can be seen from the three perspectives is sometimes not very well understood in organisations; therefore, some leaders and followers consider that leadership is about a person. Furthermore, this definition has brought out the idea that COLLEAD is not practised daily, but rather when the situation requires its use. It is an important element that can guide managers when applying COLLEAD.

For Contractor et al., (2012) leadership should be understood as emergent, informal, and dynamic. From this definition, the central idea is that there is no need to have a formal leader implementing a given project; leadership should be distributed amongst team members and applied according to a particular dynamic. This approach also highlights the process dimension of leadership. In the same vein, Edwards (2011) asserts in his literature review on community and distributed leadership that, "leadership is understood to be a process that is distributed in a broad sense across the society" (p. 301). COLLEAD is emergent and an informal process but to what extent? There must be a formal framework to implement this process, but it is vital to have a designated leader to coordinate all the actions of the team and delineate the role of the team members to increase efficiency.

The definitions mentioned above have shown some commonalities and some differences with the three dimensions (person, role, and process) of COLLEAD. The commonality between the selected definitions is that they all agree that COLLEAD is not about a person, but it is instead: (i) a role that is given to members of a team and (ii) more importantly it is a dynamic within a group of persons, implying it is an interactive process dimension. Nevertheless, there are differences amongst these definitions. The first one is that they do not embrace all three dimensions of COLLEAD at the same time: some authors, or group of authors, focus on one or two aspects. For example, Gronn (2002)

focuses on the role dimension. Out of the five definitions, four focus on the process dimension (Pearce and Conger, 2003; Hiller et al., 2006; Friedrich et al., 2009; Edwards, 2011; Contractor et al., 2012). This shows that practitioners, as well as academics, are more and more interested in leadership as a process. But what is a process? A process is a series of actions that are carried out to achieve a particular result. Furthermore, the literature has unveiled that there is a difference between leadership process and management process: leadership process focuses on persons and management process is about subjects like budget, assets, or technology.

In practising COLLEAD, the process dimension is considered as the most critical element, however, it also requires individuals, defined roles, and timelines. For example, before practising COLLEAD, individuals must exist with their skills, competencies, and experience. This procedure put in place for COLLEAD facilitates: (1) the assignment of leadership roles and responsibilities, (2) the definition of the process required to address the given issues and (3) the allocation of the necessary timeline to achieve the team objective.

In view of the definitions mentioned above, I would say that “collective leadership is a dynamic leadership process in which defined leaders use their skills, competencies, expertise and experience within a network, sharing essentials of the leadership role as the situation/problem at hand demands, within a determined timeframe”. My definition considers the three dimensions of COLLEAD highlighted in the literature: (1) person, (2) role, and (3) process. It also refers to the time factor.

Although managers/leaders can apply one, two or all three dimensions of COLLEAD, it has been observed that this practice is not used in all organisations within the African context. This situation is assessed during the inquiry appertaining to the current paper. The apprehension to practise COLLEAD in organisations, and by individuals, relates to several barriers that are discussed in the next sections of this SLR. These barriers correlate to the organisation or to the individuals, however, first, it is essential to know and understand the collectivistic approaches to leadership.

2.3.3. Collectivistic approaches to leadership

It is a concept that has evolved, and it is sometimes referred to as shared leadership, distributed leadership, collective leadership, emergent leadership, or team leadership. According to Margolis and Ziegert (2016), COLLEAD is a multilevel phenomenon that starts from individuals within teams and leads to what they term distributed leadership processes. This technique indicates that COLLEAD occurs at multiple levels within the organisation and within a formal conceptual framework. For this purpose, COLLEAD is embedded in specific norms and values (Hiller et. al., 2006) that organisations must comply with while practising COLLEAD.

During the review of the selected literature, authors refer to these norms and values using the following words: enactment of a leadership role, change of mindset, network development, communication, interactions, sound leadership processes, leader-team exchange, coordination, collaboration, cooperation. Some of these norms and values are discussed in the following sections.

Some studies target the normative power of the collectivist approach by highlighting the transformation that can happen in organisations using a collectivist approach to leadership. For instance, for Day (2000), COLLEAD is practised in organisations through 360-degree feedback, coaching, mentoring, networking, and action learning. These practices aim to transform the working environment for leaders, managers, and team members. Bennett et al., (2003) unveil a collectivist approach to solving problems through the concept of distributed leadership, which requires: (a) a group of people or network interacting, (b) openness of boundaries of leadership and (c) a concerted dynamic.

Also, it is important to mention that while performing their day-to-day work within the organisation, leaders and managers are increasingly adopting collectivistic approaches to implement critical projects. To this end, teams and organisations can implement COLLEAD through the four-factor model which Hiller et al., (2006) propose: (a) planning and organising, (b) problem solving, (c) support and consideration, (d) development and

mentoring. In some workplaces, planning and organising work follow the principles of the collectivist approach. For example, in the organisation I work for, Programmes and Operations Managers work together and give inputs during operational planning whether there is a distribution of formal or informal leadership roles or not.

From what precedes, I perceive the representational power of a collectivist approach because nowadays, organisations require diverse trans-disciplinary skills to face the business world's new demands. In addition, a collectivist approach implies not only collective steps, but focus must be on crucial elements such as communication, network development, and leader-team exchange. For instance, in the DBA programme, students use a collectivist approach to solve their organisational problems. They communicate and exchange amongst each other within a network that has been developed (the learning sets). This approach allows individuals to share their experiences in solving their organisational problems, and they learn from each other in turn.

In addition to the normative and representational powers explained above, a collectivist approach in leadership has empirical power like in distributed leadership (Harris and Spillane, 2008). There is evidence that research has taken place on this type of leadership practice, particularly on the forms to use. The collectivist approach can be used as an analytical framework to assess the relationship between the different levels of the organisation (between the leader and his/her team members) and as tool to define some management processes (Harris and Spillane, 2008); but the questions on how and when to use collectivist approach practically are not addressed sufficiently.

Raelin (2003, p.120) has rather talked about the conditions to apply this approach. He asserts, "collective leadership requires a mindset that shifts leadership from individual to the community". Hiller et al., (2006, p. 388) intervene on another aspect of the collectivist approach by saying that the "epicentre of collective leadership is not the role of a formal leader, but the interactions of a team by sharing the leadership responsibilities". Both assertions do not give an indication of when, or how, the change of mindset and the interactions must take place; they indicate that collectivist approach is just a way of

practising leadership differently. This gap in the literature can affect the use of a collectivist approach. As observed in my working environment, leaders and managers are not using this approach when required; this situation may be due to a lack of practical knowledge. Another reason is attributable to the challenges they face in applying collectivist approaches. The next section elaborates on some of these challenges.

2.3.4. Challenges in practising collective leadership

In the practice of COLLEAD, the challenges are linked either to the organisation or to individuals.

Organisational challenges

One of the significant challenges in practising COLLEAD can be attributed to the organisation's perception of leadership in general. Some organisations see COLLEAD as a single-person role that managers must not share with employees. This means the organisation promotes traditional leadership. For example, Raelin (2018) has indicated that COLLEAD is perceived as a challenger of traditional leadership that defends people.

Nowadays, it has been noted that organisations have become complex systems where the working environment dictates the way that people must work. This implies that working environments are being transformed to overcome the challenges that the new era of doing business has brought in, and employees are being equipped in terms of management tools and knowledge for them to accomplish their tasks. This transformation concerns the structure of the work in organisations, as well as the internal culture, which influences leadership practice. Work is increasingly being organised in terms of teams, where multi-disciplinary teams work together for a common goal (Murase et al., 2014), involving a distribution of leadership roles. However, the challenge is that these teams may end-up competing instead of collaborating.

Furthermore, in some organisations, cultural history is compelling, and it can dictate the way leadership is exercised (Bennett et. al., 2003). For example, in a culture of non-

participation, employees are passive when a new participative opportunity like COLLEAD is proposed.

According to Raelin (2018), COLLEAD is sometimes considered as a process that is too slow, resulting in chaos because the prevailing feeling is that things done by a group of persons usually take more time to reach a consensus; everyone wants his/her own idea to be considered as a priority by others.

Also, in COLLEAD, everyone seems to take responsibility; but when a problem arises, no one becomes responsible. The issue of no one taking responsibility occurs very often because the practice in many organisations is that, only the executive management team, managers, and middle managers are automatically designated as persons accountable for the work of the team.

The situations mentioned above make managers not willing to use COLLEAD because, after all, they are the ones to provide answers to queries regarding the team's performance. This is a significant constraint that organisations can overcome with the setting up of a COLLEAD process whereby there is shared responsibility.

The current paper argues that in the collective approach, leadership and accountability go hand in hand. Since each member of the team, by his role, is responsible for the part of the work he is involved in, he/she must be accountable for that part of the work.

Besides the organisations', there are challenges linked to individuals.

Individuals' challenges

One major challenge at the individual level is the perception of COLLEAD. Some managers' and leaders' perceptions of COLLEAD are not in line with the attributes of COLLEAD because either they do not have adequate knowledge, or they do not understand what leadership is about. Some individuals still consider leadership as a personal attribute that cannot be shared (Burrell and Morgan, 1979).

Also, leaders consider COLLEAD as a way of losing their authority, although it is based less on managerial abilities. This situation demonstrates to which extent leadership itself is misunderstood and consequently, COLLEAD is considered as a phenomenon full of uncertainties.

COLLEAD is also judged to be heavy and inappropriate (Raelin, 2018); it is seen as a process that can contribute to purposelessness because usually organisational goals are decided by top leaders, therefore changing the way leadership is practised can be considered as irrelevant. In my view, this perception of COLLEAD is unsound because in practice it is a dynamic and interactive process involving other team members. It demands people who are involved in acting fast with their skills and competencies towards the achievement of a common goal that has been clearly set. In contrary to traditional leadership, there is pure bureaucracy that can end in impassive behaviour because followers very often wait for leaders to tell them what to do. Also, there is lack of initiative since people are used to respecting the hierarchy of roles. In traditional leadership, apart from top management, no other employees can join the decision-making process.

Another reason that makes leaders/managers apprehensive about the practice of COLLEAD is that it does not happen through vertical transmission of instruction, but instead occurs laterally across a selection of individuals who are interconnected. This change is a concern for them, and they feel they can lose the respect of their followers because in COLLEAD practice, the expertise of the follower is brought forward, and hence the dispelling the myth of the 'great man' theory (Raelin, 2018). Practising COLLEAD demonstrates that the leader is not the 'great man' people are referring to; his followers can also be considered as 'great man'. Also, COLLEAD challenges a series of power controls that are used to maintain those at the top in place. Moreover, with this practice, managers are not the only ones to control the entire process in organisations; every team member involved in the process controls the part of the process assigned to him/her.

By applying COLLEAD, leaders fear that their followers may take the wrong decision while leading a project (Iqbal, 2007). Also, leaders' expectations are so high that they feel that their followers are unable to fulfil such high standards of work. This situation would not prevail if leaders had a better understanding, and the right competencies for COLLEAD practice.

Some leaders/managers are reluctant to practise COLLEAD within their team because they fear to be isolated by their peers who are not using COLLEAD (McGhee and Nelson, 2005). By collaborating with their followers, they are sometimes wrongly judged by their peers who consider them as a weak leader.

Individuals' social and cultural backgrounds also affect the way leadership is practised. It has been observed that in African society, a leader is seen as the only one able to make a wise decision. The 'great man' theory of leadership mentioned earlier has been embedded in African culture for a long time. This situation has shaped the perception and practice of leadership within this society, where leadership is seen as one's individual role (Walumbwa et al., 2011).

Since such a conception of leadership has been in practice for a long time, it is sometimes difficult for some managers to see things from another angle, even if they are members of modern organisations. For example, some managers in organisations, because of this preconceived idea, have difficulty in applying COLLEAD. They feel that part of their authority is taken away when they practise COLLEAD.

In addition, the lack of leadership skills can prevent managers from practising COLLEAD. According to Heifetz and Laurie (2001) a leader must be able to: (1) set directions, (2) affiliate followers by communicating guidelines, (3) motivate and inspire followers, (4) protect the organisation from external pressure, (5) provide orientation by questioning prevalent functions and resist pressure to establish new ones, (6) manage conflict, and (7) produce norms by disputing unproductive ones. Zaccaro et al., (2009) agree on the same to say that a leader must be able to set directions, manage team operations and

develop team members' leadership capacities. The fact is, very few leaders possess all of these skills. Knowing that leadership skills can be created and developed in an individual, one of the objectives of this study is to show how this can be done.

The above section has highlighted the challenges in COLLEAD practice, but it is important to mention that the conditions and benefits of this practice depend on the situation at hand and whether the organisation is in crisis, or not. In case of crisis, the practice of COLLEAD is subject to the criticality of the situation (Nesse, 2016). There is a need to strategize and structure the teams differently. Furthermore, there is a need for strong leadership capacity to implement COLLEAD in organisational crisis. The next section will discuss the enabling conditions and benefits of COLLEAD practice in normal situations only.

2.3.5. Enabling conditions and benefits of collective leadership practice

The conditions and benefits of COLLEAD practice are seen from two perspectives: the individual and the contextual.

Conditions related to the individual to enable collective leadership practice

In COLLEAD, the individual's cognitive ability, organisational and leadership experience, personality, and behaviour are essential to produce immediate or long-term outcomes for the team. Furthermore, the leader's skills and competencies are crucial in COLLEAD because they motivate team performance in attaining results. Therefore, the leader must be intelligent, creative, capable to regulate emotion, able to anticipate, be instinctive and wise (Friedrich et al., 2009). More importantly, he/she must know how to implement leadership processes through collaboration, coordination, partnership, mentoring, coaching, and networking.

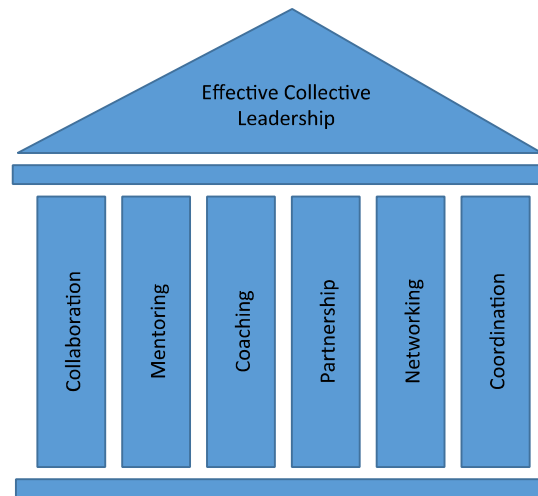


Figure 3: Pillars of collective leadership process.

In the leadership process, the leader must know how to harness the expertise of his/her team members to achieve organisational goals. Bennett et al., (2003) compare this to 'fluid leadership', where leadership is built on expertise rather than position. In this process, members of a team provide their expertise to a specific project. Since all of them have different knowledge, this convergence of expertise makes it possible to carry out a project or to solve a given problem in a structured and coordinated manner with a spirit of cooperation and collaboration.

Furthermore, Zaccaro et al., (2001) consider team processes as a precondition to COLLEAD. This approach is understandable. However, as indicated above, before practising COLLEAD, the team must comprise individuals with different skills and expertise to create a consistent entity. If the team is comprised of people with the same knowledge and the same competencies, it is hard to delegate the role of leader because it would pose a problem of acceptance of the designated leader; such a situation can hinder the smooth implementation of a project since everyone would want to put his idea forward as mentioned earlier.

Another condition to enable COLLEAD is the behaviour of the leader. Kaiser, Hogan and Craig (2008), cited in Contractor et al., (2012), emphasise that a scientific study of

leadership has recognised that the practices of leaders can have extraordinary effects on collective actions. By their behaviour, leaders can motivate and inspire their followers. They (1) must have charisma (i.e., power, confidence, and ethical behaviour), (2) be able to stimulate their followers intellectually (develop their sense of innovation and creativity), (3) must bear in mind individuals (listening to them, developing their capacities, and delegating to them), and (4) prize results (value and recognize team members' contribution to the common goal (Behrendt et al., 2017). With such behaviour, leaders can capture the hearts, minds, and souls of their followers (Kirigia, 2008).

Besides the leadership and team processes that must take place, there is an 'affective process' that can be considered as a condition related to the individual for COLLEAD practice. According to Zaccaro et al., (2001), an 'affective process' facilitates team interactions. In addition, for Johnson (2009), affect refers to emotion, passion, and devotion. Example, the passion and devotion of a leader can positively influence team member motivation.

Furthermore, the emotion of the group is regulated by the influence of the leader, particularly the approach he/she uses, whether it is a bottom-up or a top-down approach, in the resolution of an organisational problem (Furumoto, 1989). In many cases, the top-down approach is the one that is used, creating situations where team members are unmotivated because they feel they are undergoing the effects of others' decisions. On the contrary, the bottom-up approach facilitates exchanges between team members and the manager (Solso et al., 2005). This approach invites team members to participate in decisions. In so doing, they appropriate the decisions for effective implementation and, as a result, the group becomes more efficient and effective (Easterlin, 2006).

The current study is interested in two of the affective processes that significantly influence the leadership practice at the individual level: respect and trust. Other studies have expanded on the two concepts, but this paper will provide an overview of respect and trust in leader-team interactions.

Respect in leader-team exchange

Team processes cannot work if there is no value, such as respect, amongst members of a team and between the leader and followers because it facilitates exchanges within the group.

In the literature on respect, some authors define it in the context of close relationships between partners: "... a concept related to recognising a partner's moral character" (Frei and Shaver, 2002, p.136). According to Frei and Shaver, respect and trust are based on attributes of the person. In this case, the qualities considered are honesty, loyalty, and reliability. For example, in professional relationships, respect is based more importantly on these three values; some other considerations are valid, such as commitment, devotion and passion. Respect and trust are not disassociated because more often, one leads to the other. When a manager or a leader respects his/her team members, there is a climate of confidence within the group (Laschinger and Finegan, 2005). As a result, team members also respect the manager, and they are committed to the work for the success of the organisation.

For Decker and Van Quaquebeke (2015), two types of respect interact in a relationship between the leader and his/her followers: (a) horizontal respect where one is treated with dignity, and (b) vertical respect where someone's merits are honoured. Decker and Van Quaquebeke (2015) argue that vertical respect for followers boosts respectful leadership. This approach leads to followers' job satisfaction, and they are less willing to leave their job.

The same principle applies in COLLEAD where the notion of the team is essential. Working with a leader who respects his/her team members is one of the critical aspects of the interactions that take place daily within the team. Respect is so important in the relationship between the leader and his/her team, that this element is more valued than wages or job security (Van Quaquebeke et al., 2009, cited by Decker and Van Quaquebeke, 2015).

Referring to the definitions mentioned above, I would consider respect as a value that exists in interpersonal relationships between two or more people; it is also the recognition of the moral, intellectual, social, and professional characteristics of an individual. It contributes to the success of relationships (Frei and Shaver, 2002).

Trust in leader-team exchange

There is a lack of a standard definition of trust in the literature. However, referring to the Oxford English Dictionary (Hornby, 2015), trust is defined as: “the belief that somebody is good, honest, etc. and will not try to harm or deceive you”.

Trust can be seen from three perspectives: (i) as an individual characteristic, (ii) as the characteristic of the interpersonal undertaking, (iii) as an institutional fact (Bhattacharya et al., 1998). In this study, trust is taken in the context of social interaction. Therefore, it is considered as a characteristic of interpersonal undertaking, particularly in the relationship between leaders and their followers. Trust is taken as an essential element to building trusting relationships in management (Hosmer, 1995).

A trustworthy working environment implies the involvement of both the leaders and their followers. Both parties should strive to create this atmosphere to move the organisational goals forward (Bryk and Schneider, 2003). How does trust manifest itself between the two parties? According to Butler and Cantrell (1984), there are five components of trust. (1) integrity (the trusted person must be honest and truthful), (2) competence (i.e., knowledge of the subject and presence of interpersonal skills), (3) consistency (i.e., regularity, certainty, proper assessment when dealing with matters), (4) loyalty (i.e., understanding and readiness to protect, help and inspire others), (5) openness (i.e., inclination to share information with others). These five elements of trust can be considered as critical in the leader-team exchange in COLLEAD because the lack of one or two characteristics can undermine the relationship between the leader and the member of his/her team.

Hosmer (1995) highlighted that amongst the five elements of trust, there are moral values, such as integrity, consistency, loyalty, and openness. This situation explains the fact that

trust is a moral duty for both the leader and his followers. Hosmer argues that the degree of each value will depend on the position of the concerned parties. In the interests of transparency and equity, the leaders and the members of their team must respect these values to the same degree. This moral duty must be undertaken with open collaboration and communication.

Conditions for an organisation to practise collective leadership

The contextual condition is related to the team dynamic within an organisation. In this dynamic, the team's cognitive, motivational, and affective processes contribute to team effectiveness (Zaccaro et al., 2001).

From a practitioner perspective, the practice of COLLEAD within an organisation encourages shared goals, clearly defined roles, shared knowledge and skills, useful and timely communication, mutual respect, and an optimistic can-do attitude (Safford and Manning, 2012).

There are different approaches to boost team effectiveness through the practice of COLLEAD within an organisation. Two methods were taught during the core module of the DBA programme that I am not going to discuss here: Complex adaptive system approach to practice COLLEAD and action learning.

Benefits in practising collective leadership

It is enacted that there is a relationship between COLLEAD, efficiency, and performance. Several studies have shown the link between COLLEAD and organisational performance (Hogan and Kaiser, 2005). They have demonstrated the benefits of COLLEAD, both for the organisation and the individuals. This study will highlight some of these benefits.

Benefits for the organisation

COLLEAD practice can be an optimistic approach for change within the organisation, as suggested by Graetz (2000). In the same vein, Raelin (2018) argues that COLLEAD is considered as an opportunity for 21st Century organisations to improve their performance.

For example, nowadays, organisations are always ready to change their processes to be aligned with trends in the global economic environment. In case of a decrease in the performance of the organisation, or any change in technology, policies and processes are reviewed.

One of the arguments in this paper is that COLLEAD is a tool that organisations can adapt to their situation to improve their performance and efficiency using specific approaches (Gronn, 2002). It is about teamwork where there is a dynamic made of collaboration, multiple and complementary strengths, and expertise. It is also a situation where there is a need for all members to share standard views and objectives.

Another significant benefit of COLLEAD is the development of networking; alliances and partnerships come out across divisions within an organisation and across industries. The development of networking across sectors has led to a networked economy (Raelin, 2003), and this has brought some changes in leadership. For example, organisations are increasingly using collective and collaborative practices to address common challenges in industry. The practice of COLLEAD within an organisation can bring change in the global perspective of individuals concerning leadership. As such, what are the benefits for individuals?

Benefits for the individuals

Going through a process of COLLEAD strengthens individuals' skills and competencies. It improves the quality of individuals' performance. It also creates interdependence and increases reliance on new forms of coordination (Gronn, 2002). Hartley and Allison (2000) agree that distributed leadership is a sound effect of new collaborative methods of working.

COLLEAD increases individuals' commitment to the work of the organisation because they can use their skills and knowledge to carry out an organisational project. COLLEAD brings more information sharing, greater collaboration, and joint decision-making. Everyone in the community being part of the decision-making results in people having

one voice (Harris, 2004). This procedure can result in smooth implementation of the decisions taken.

Furthermore, when collaboration is effective, relationships amongst team members are based on trust, mutual respect, and protection; the individuals give support to each other using an open communication system. It also happens that team members find out about themselves through others. With a variety of points of view, team members develop more than one perspective, and they can think outside the box (Shiferaw et al., 2011). The dialogue that takes place between them is based on a shared feeling of caring and commitment.

COLLEAD is considered as a co-development process that team members benefit from (Wood, 2016). The co-development happens because people are involved in a process and learn from each other, and therefore, they improve their skills and knowledge through others' experiences.

After discussing the conditions and benefits of COLLEAD for an organisation and an individual, it is essential to make the link between COLLEAD and team efficiency.

2.3.6. The role of collective leadership in team efficiency

Team development

Given that technology, professionalisation and specialisation of work direct continuously new structure, organisations are increasingly using teams. The notion of a team has taken a prominent place in the functioning of organisations because it brings in a more structured way of working. It also allows establishing and implementing processes aimed at carrying out a project (Miller, 2003).

According to Tuckman's model (Rickards and Moger, 2000), a team is developed following four significant stages: forming, storming, norming and performing. It has been noted that a fifth stage, called adjourning, is applied when the project comes to an end. These processes are fundamental for team effectiveness and for efficiency. Therefore,

leadership must play a vital role during the different stages. The leader must have the appropriate skills to take the team through all steps (Kloppenborg and Petrick, 1999). Each step of team development requires the three dimensions of COLLEAD: a person, a role, and a process.

The development of the team depends on the person who is leading. Usually, team leaders are categorised as top managers and middle managers. Their role is about coordination, empowering team members, flexibility, and agility to adapt processes at the right time. Whether they are top managers or middle managers, they can apply COLLEAD practice in their day-to-day work.

In addition, for a team to develop, there must be team spirit and teamwork. Teamwork requires clearly defined processes to achieve a result (Miller, 2003). These processes must be led in a professional manner in order not to create delays in the project's implementation. Team operations are comparable to COLLEAD ones, whereby team members' expertise and behaviours are required. Furthermore, team managers must make continuous improvement of processes within the organisation because of the rapid growth of activities and change in modern technologies. To maintain team spirit within their group, managers for example can refer to COLLEAD.

COLLEAD practice has several aspects that were highlighted in the above sections. This plurality aspect of COLLEAD is necessary within the team to attain efficiency and effectiveness. For example, Raelin (2018) argues that COLLEAD is a plural event rather than a circumstance where a distributed or shared leadership approach is used to make non-managers handle managerial responsibilities. However, it has been noted that in workplaces, non-managers are not expected to assume managerial responsibilities, instead they are required to bring their expertise to a given task and to be accountable to what they are contributing.

Team efficiency through collective leadership practice

For more efficiency, COLLEAD is the leadership style that can be used in any situation. It can be used when introducing change within an organisation, a scholarly institution, or a community. This change can take the form of new projects to implement or problem-solving (McGuire and Ehlinger, 2018). In development projects, for example, one can use COLLEAD during the planning and implementation stages.

From the analysis this paper offers, COLLEAD can be used within teams in different areas: business, economy, health, and agriculture. For example, according to West et al., (2014), COLLEAD used in the field of healthcare increases participation and commitment from health workers and patients. The practice of COLLEAD in the field of health care is also fundamental when treating a patient. This approach demonstrates one of the principles of COLLEAD, which is to enhance responsibility and accountability (West et al., 2014) both for the health worker and the patient.

To be more efficient, nowadays, a new generation of leaders increasingly use COLLEAD as a tool to solve issues within organisations. This constitutes a great achievement, and this paper argues that it must be a culture within organisations and communities in order: (a) to remove boundaries between the different levels of the organisation and within the team, and (b) to promote fruitful interactions amongst team members. But what could facilitate the practice of COLLEAD?

This literature review has provided some answers to that question. However, based on the facilitating factors several researchers have highlighted, and referring to my own reflection on the subject, I would like to propose the following conceptual framework that will also contribute to facilitate COLLEAD practice in teams.

2.4. Conceptual framework to facilitate collective leadership practice in teams

Friedrich et al., (2009) propose a framework for understanding COLLEAD. In Zaccaro et al., (2001) model of leader performance, functions contribute to team effectiveness.

Based on the suggestions made by Friedrich et al., and Zaccaro et al., this study offers a framework that can help to facilitate COLLEAD practice within a team or an organisation and it includes the following major elements: (i) enabling working environment, (ii) effective leadership process, (iii) leadership skills, (iv) affective process, and (v) communication.

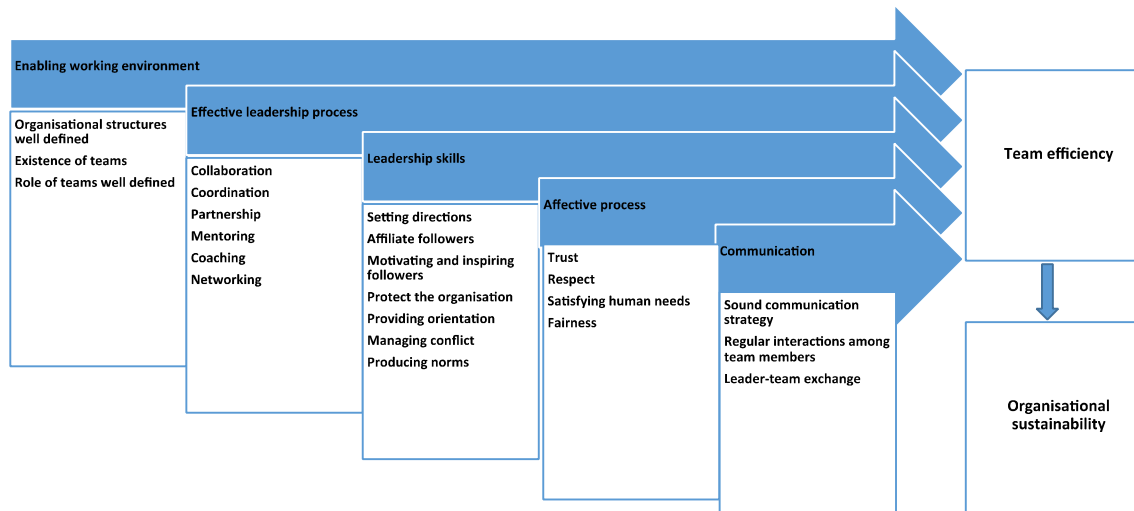


Figure 4: Framework to facilitate collective leadership practice

Enabling working environment considers an organisational structure with the existence of consistent groups organised into teams and departments. The role of teams and responsibilities of team members should be well defined and distributed. Well established processes are essential for COLLEAD practice.

Effective leadership practice includes processes such as collaboration, cooperation, coordination, partnership, mentoring, coaching, and networking. Collectivist approach is embedded in these processes that support an effective leadership practice. Furthermore, there should be a culture of monitoring and evaluation whenever a process is put in place to measure its efficiency.

Leadership skills are essential for a person to lead his/her team. He/she must have the following skills: setting directions, affiliating members of the group, motivating and inspiring them, protecting the organisation, providing orientation to the members of the

group, managing conflict within the organisation, and producing norms for better interactions within the team.

Affective process and behaviour necessitates trust and respect between the leader and the members of his/her team. Concerning the behaviour, leaders must have charisma, a sense of intellectual stimulation, the ability to consider opposing views recognising the contribution from team members and motivating them. Also, both leader and team member must have ethical behaviour.

Communication. It is known that information, and communicating this information, are vital in COLLEAD. Therefore, it is essential for an organisation to have a sound communication strategy and to put in place an efficient internal and external communication system. Regular interactions amongst members of the team and leader-team exchange must take place effectively for a team-work culture to prevail within the organisation.

2.5. Summary

The SLR has informed on the leadership theories and practices. Given the focus of this study being on COLLEAD practice, it is necessary to know what COLLEAD is and to which leadership theory it is related. The literature has allowed me to determine that it is related to both transformational and situational leadership theories. During the literature review, it has been noted that managers have different perceptions and that can be the root of the challenges they face whilst applying COLLEAD. Referring to the managers' perceptions, some of them consider COLLEAD as a role, a person or a process involving all members of a team.

Based on the literature reviewed for this paper, and considering the collaborative aspect of leadership practice, this study argues that COLLEAD is part of a management process that may be used by organisations to undertake change depending on the situation at

hand. When in crisis, organisations must undertake this process with a strong leadership capacity.

As mentioned in the proposed conceptual framework in Section 2.4, the conditions to practise COLLEAD are mainly: an enabling working environment with well-defined structures; the existence of teams and employees with leadership skills; clear leadership process; affective processes including trust and respect, and effective communication. The elements of the framework contribute to better understanding and facilitating the practice of COLLEAD. It serves the development of a practical framework that managers may use when practicing COLLEAD.

The review of available literature did not unveil the deep causes constraining managers/leaders to apply COLLEAD and related strategies to improve its practice in modern organisations. Practitioners, as well as scholars, can contribute to filling this gap by orienting their research on these aspects of COLLEAD practice, and on the role and responsibilities of organisations' members involved in this practice. The inquiry that takes place in this study addresses these aspects, particularly in an organisational setting in Africa. It focusses on the following research questions:

- (i) Why are leaders/managers apprehensive about using collective leadership?
- (ii) What could facilitate the practice of collective leadership in modern organisations in Africa?

The next chapter elaborates on the research methodology used to address the questions mentioned above.

3. CHAPTER THREE: RESEARCH APPROACHES

3.1. Introduction

This chapter concerns the research approach. Section 3.1 introduces the chapter. Section 3.2 explains the research philosophy, which is pragmatism. Section 3.3 gives an overview on the subjectivist dimension of my ontology, epistemological and axiological assumptions. Section 3.4 is about my methodological choice (qualitative method) for the investigation and gives an overview on my sample demographic and its size. Section 3.5 explains my research strategy, action research. In this section, I provide a brief on the cross-sectional nature of my study and the instruments used for the investigation. Section 3.6 highlights the data collection techniques and Section 3.7 is about the data analysis procedures. Section 3.8 addresses the ethical considerations. I then elaborate on the criteria to evaluate the research quality in Section 3.9. addresses the issue of transparency and qualitative validity of the research. Section 3.10 highlights the constraints related to my role as researcher. Section 3.11 gives a summary of the chapter.

The following diagram (Figure 5) gives an overview of my research methodology and approaches based on the research onion proposed by Saunders et al., (2016, p. 124).

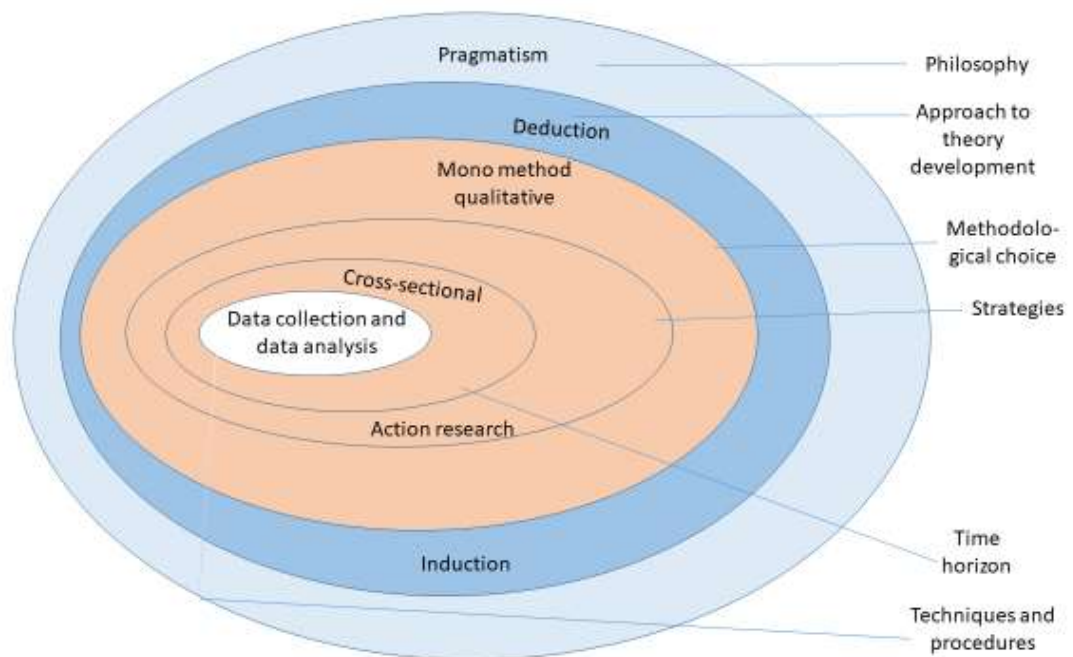


Figure 5: Research methodology and approach. Source: Saunders et al., (2016, p.124)

3.2. Research paradigms

Beliefs and assumptions are important in our social life, and so they are in research. Therefore, they influence our choice of the research design, method, and methodology to address specific problems in a study. There are five main research philosophies in business and management studies: positivism, critical realism, interpretivism, postmodernism and pragmatism (Saunders et al., 2016). This paper focuses on pragmatism that is in line with my beliefs. Nevertheless, it is also important to understand other philosophical stances to remain within my philosophical orientation during the process of my research.

Positivism is a philosophy which accepts only things that can be seen or proved. The ontological stance for positivism is that the nature of reality is external, independent and there is only one reality (Saunders et al., 2016). This is contrary to my beliefs whereby reality is not universal. From my perspective, there are different realities depending on the context and who is involved. Furthermore, positivist epistemology uses the scientific

method to produce law-like generalisations and numbers. Concerning the axiology of a positivist, he/she is detached, neutral and independent of the research topic and maintains an objective stance (Creswell, 2013). The typical methods used by positivists are deductive, highly structured, and utilise large samples and quantitative methods of analysis to produce a law-like generalisation (Crossan, 2003). However, the spirit of the current research is not to produce a law-like generalisation but rather actionable knowledge that organisations may adapt to their situation to undertake changes. Also, I am part of the problem being investigated because, as a manager, I am concerned by the practice of COLLEAD in my organisation. Based on the exploratory nature of the study, I use induction and deduction approaches, small sample, and qualitative methods of analysis for knowledge/concept development.

The central point of critical realism is what we see and experience. It differentiates the real world and the observable world. For the critical realist, “the real cannot be observed and exists independent from human perceptions, theories, and constructions” (Tenny et al., 2021 p. 2). The ontological stance for a critical realist, is that the nature of reality is external, independent, and intransient like the positivist (Saunders et al., 2016). In critical realism, the causal mechanisms are important. Epistemologically, historical causal explanation constitutes knowledge. In terms of axiology, the critical realist proposes value-laden research, and he/she is objective as possible (Fletcher, 2017). The type of methods he/she uses is retrodiction and in-depth, historically situated analysis.

In the current study, I do not emphasise causal mechanisms and historical explanations, instead strive to explain the situation based on a flux of processes, experiences, and practices. In my opinion, knowledge is based on theories and practices happening in specific contexts and situations.

Interpretivism, is defined as “as strategy that respects the differences between people and the objects of the natural sciences and therefore, requires the social scientist to grasp the subjective meaning of social action” (Bryman, 2008, p. 26). The ontology for interpretivism is that reality is complex and rich, meaning reality is based on a flux of

processes, experiences, and practices. Also, reality is socially constructed through culture and language. Epistemologically, the interpretivist considers new understandings and worldviews as knowledge (Ryan, 2018). Concerning axiology, the interpretivist supports value-bound research, and he/she is part of what is researched. Furthermore, her/his interpretations are essential to the contribution of knowledge. The interpretivist researcher is reflexive, and concerning methods, he/she typically uses inductive and small samples as well as qualitative methods of analysis (Saunders et al., 2016).

Although the current study shares part of the ontology, epistemology, axiology, and methods of interpretivism, I do not support the idea that theories and concepts are too simplistic because they play a role in practices. Some practices are based on existing concepts. For example, COLLEAD practice is based on a leadership concept that promotes shared leadership between the leader and the collective.

Postmodernism is “a collection of related philosophies, techniques, models, and perspectives that take a sceptical and critical perspective on thinking in practice” (Ellaway, 2020, p. 856). The ontology for postmodernism is that reality is based on a flux of processes, experiences, and practices, like interpretivism and pragmatism. Also, reality is socially constructed through power relations (Saunders et al., 2016). Epistemologically, for postmodernism, what counts as truth and knowledge is determined by dominant ideologies (Ellaway, 2020). Regarding axiology, postmodernist research is value-constituted, and the researcher is radically reflexive. In terms of methods, the postmodernist researcher typically uses a deconstructive method for texts and realities against themselves and undertakes in-depth investigations of anomalies. He/she uses qualitative methods of analysis (Rabetino et al., 2016).

The philosophy of postmodernism is contrary to the philosophy of the current study. I do not champion a power relation with the participants; the research pertains that, no realities are dominated or must be silenced by others: the investigation is done with both leaders and followers; all narratives are taken into consideration.

Pragmatism is considered as a philosophical method for solving problems, asserting that the first task in any inquiry, is to clarify any concepts (Johnson et al., 2017). The ontology for pragmatism, is that reality is complex and rich, and it is the practical consequences of ideas like postmodernism and interpretivism. Also, reality comes from a flux of processes, experiences, and practices. Concerning the epistemology stance for pragmatism, true theories and knowledge allow successful action; and informed practice can constitute knowledge (Lorino, 2018; Giraldo et al., 2021). Furthermore, the pragmatist researcher focusses on problem solving and producing knowledge for future practice. The axiology of a pragmatist is to produce value-driven research. He/she is reflexive. In terms of methods, pragmatist research uses a variety of research methods including quantitative, qualitative, mixed, multiple and action research. According to Stark (2015, p.87), it is a “powerful mode of inquiry when associated to action research”.

In the light of the characteristics of the five research philosophies described above, and considering my ontological, epistemological and axiology stance, my research philosophy chosen is pragmatism. The rationale behind this is: (1) ontologically: I consider that reality is rich and comes from ideas provided by research participants. This reality is built through a flux of processes, my research participants’ experiences, and practices of COLLEAD. (2) Epistemologically, my intention is to produce acceptable knowledge through existing theories and models on COLLEAD and through successful actions that I will take while trying to solve the problem of lack of COLLEAD practice. (3) Axiologically, I focus on my values and ethics during the research process to conduct value-driven research by: (a) respecting others’ values and points of view and (b) respecting research subjects’ decision-making to participate in the study (demonstrated through the signing of the ‘participant consent form’). In addition, throughout the process, I reflect on the information the research participants provide. (4) Based on the problem at hand, and my research questions, I intend to use qualitative research methods and action research as a strategy to produce practical solutions for managers/leaders practising COLLEAD.

After identifying my research paradigm, it is important to describe my background and beliefs as researcher.

3.3. Researcher background and beliefs

Working for an international organisation, I have my own realities, which are about (a) the organisation as a complex and rich environment; (b) management processes that translate practical consequences of ideas; (c) people working within the organisation including managers/leaders and team members; (d) organisational matters and (e) social networking both internally and externally. Referring to the organisational problem that I am addressing in this study, COLLEAD is a part of the management processes that the organisation may apply, but this is not always the case, often for different reasons. I am part of this problem; therefore, finding a path of solution will benefit both myself and managers/leaders within my organisations amongst others. The nature of this study being exploratory, I will be working on the following assumptions. (1) My ontological assumption is that COLLEAD is not applied when needed because of managers' different perspectives of the practice. (2) My epistemological assumption is that there is an opportunity to propose practical solutions regarding the lack of COLLEAD practice in organisations within the African context. Therefore, I will analyse the various understandings and practices of COLLEAD from my research participants and with regards to the theories and concepts that exist, coming up with a framework that includes informed practices contributing to better understanding and practice of this form of leadership within organisations. This framework constitutes an actionable knowledge that managers/leaders can adapt and use in their setting. (3) My axiological assumption is that my values and beliefs as a manager and researcher will influence the action taken during the investigation. (4) My methodological assumption is that to be able to provide a solution, the process I will be engaged in during this study is interactive, including consultation of COLLEAD theories that exist, participants' opinions and my research notes. Therefore, I must make use of a mix of deductive logic to verify the theory of COLLEAD and inductive logic to generate a practical framework by exploring the data collected on the use of this practice within different contexts (public, private, and international organisations). I will also refer to my notes during the whole process.

In summary, going through the process of identifying my research paradigm has allowed me to underpin my methodological choice, which is qualitative research design.

3.4. Methodological choice

Three major approaches to research are commonly used in business and management study: quantitative, qualitative, and mixed methods. Considering the exploratory nature of my study and my pragmatist research philosophy, my methodological choice is qualitative research design. To better understand this choice, the following sections give an overview of the characteristics, research strategies and approach to theory development for quantitative and mixed methods research.

The quantitative approach considers numerical variables that are analysed using statistics. Researchers using this method can apply more than one data collection technique. The number of data collection techniques determines the type of quantitative method used: using one technique only results in a mono-method quantitative study, whereas using more than one makes it a multi-method quantitative study. Furthermore, this method focuses on generalisability of the findings. The researcher is independent from the research participants. The approach to theory development in quantitative study can be both deductive and inductive. Quantitative research also uses different strategies such as experiment and survey-based research (Faems, 2020).

The mixed method approach is about using multiple methods in research. This research design uses both quantitative and qualitative data collection techniques and analytical processes (Creswell, 2014). The process in which the two approaches (quantitative and qualitative) are combined, determines the diversification that mixed methods can support. Therefore, when using mixed methods, the researcher has different options depending on the number of phases he/she would like to perform during the data collection and analysis processes (Ruiz Ben, 2018). He/she can refer to either (a) concurrent mixed method or (b) sequential mixed methods. Furthermore, the approach to theory development in mixed methods is either inductive, deductive, or abductive (Feilzer, 2010).

3.4.1. Qualitative approach

This section justifies my methodological choice.

The qualitative approach examines the research, the composition of participants and the relationships between them (Saunders et al., 2016). The current study places importance on the research participants as well as meaning in the relationship between them and the researcher because they constitute one of the sources of data contributing to the development of a practical framework at the end of this inquiry. As a manager, I am part of the problem under investigation. I depend on my research participants and as such, I must first build a rapport with them to have access to the data, and then maintain this relationship through a close collaboration during the process of the research.

The qualitative approach also uses diverse techniques for data collection and analytical processes. The number of data collection techniques determines the type of qualitative method: using one technique only results in a mono-method qualitative study, whereas using more than one makes it a multi-method qualitative study. As data collection techniques, this study uses semi-structured interviews, in-depth interviews, focus groups and my own observations on how managers perceive and practice COLLEAD. This is in line with the multi-method characteristic of qualitative research.

In qualitative research, data collection is a non-standardized process during which questions and procedures can change as required (Johnson et al., 2020). During this inquiry, the questions changed based on the quality of data collected during the first interviews. The questions posed during the first interviews did not provide the information on the participants' perception of COLLEAD, or on how they were currently applying it, therefore, new questions were asked during the in-depth interviews and focus group to collect data that was substantial to produce actionable knowledge.

Research strategies linked to qualitative studies are diverse, and each comes with its own specificity and scope: case study, ethnography, grounded theory, narrative research, and action research (Tenny et al., 2021). Based on the exploratory nature of the inquiry, and

the targeted knowledge to be produced, the current study uses action research as a strategy to produce that knowledge.

For theory development, the qualitative research can either use an inductive or a deductive approach only, or a combination of deductive and inductive approaches (Ashworth et al., 2019). My aim is to produce a conceptual framework based on existing theories and participants' experiences; therefore, I use both inductive and deductive approaches (Yin, 2014). Furthermore, using a qualitative approach requires the researcher to ensure methodological rigour and theoretical contribution (Ashworth et al., 2019). During this study, I comply with this requirement through the ethical and transparency considerations in this chapter. The intention here is not to have findings that comply with the principle of generalisability, like in a quantitative approach, but rather adaptability because of the variety of contexts for organisations that may use the outcome of this inquiry.

During the inquiry, focus is on the following fundamental questions:

- (a) Why are leaders/managers apprehensive about using collective leadership?
- (b) What could facilitate the practice of collective leadership in modern organisations in Africa?

The next section explains how the research participants are selected to respond to these questions.

3.4.2. Sample demographic

In qualitative research, or any other, the researcher has the choice between representative or probability sampling (Von Gunten and Bartholow, 2021) and non-probability sampling (Lamm and Lamm, 2019). Each technique contains different strategies. For example, non-probability sampling offers different strategies: (a) quota, which involves only one strategy: quota; (b) purposive includes six strategies: extreme case purposive, heterogeneous purposive, homogeneous purposive, critical case

purposive, typical case purposive, and theoretical; (c) volunteer, comprises snowball and self-selection; (d) haphazard, which is limited to one strategy: convenience.

The selection of the strategy in non-probability sampling is guided by the research questions, the objectives of the study and the research strategy (Lamm and Lamm, 2019). According to Patton (2002), and Palinkas et al., (2015) non-probability sampling is linked to pragmatism, which is my research philosophy.

The procedure I apply in my demography sampling is the following. First: based on the purpose of my study, I make my opinion about who I need to sample as research participants and what are their characteristics. Second, I decide how many participants I would need and elaborate on why their number is sufficient for my study. Third, I make up my mind on who qualifies to be part of the study. Fourth, I elaborate on my sampling technique, which is purposive sampling; how I would utilize it and how participants will be recruited. Lastly, I justify why my sampling technique is appropriate.

The purpose of this study is to research on how COLLEAD is practised within modern organisations in the African context; what are the challenges leaders/managers encounter that make them apprehensive about using this practice, and what could facilitate it. To this end, I target a demography sample made of leaders/managers and personnel without managerial functions. My research participants have the following characteristics: Chief Executive Officer, Directors of Programme, Team Leads, Programme Managers, Operations/Administration Personnel, and Consultants. I opt to involve a limited number of participants, twenty, to ensure I collect quality data, which is reliable and useful for my study. My sample is composed of males and females. The participants targeted here qualify to be part of my study owing to their professional experience and functions within their organisations. Based on what precedes, I opt for a non-probability sampling technique, notably purposive sampling, because it fits the purpose of this study (Patton, 1990). Furthermore, in terms of purposive sampling strategies I apply two: (1) heterogeneous purposive sampling by selecting participants from a list of professionals I have been working with in both the public and private sectors, international and non-

governmental organisations at my duty station. Also, they have been selected by virtue of their involvement in the management/leadership processes at different levels, and (2) theoretical sampling to address the need to establish an emergent framework for the practice of COLLEAD. The research participants selected will be able to contribute to informing the framework.

The information about my study participants is shown in Table 1 below.

Organisations	Position/Title	Number of participants by type of organisation
Public organisations	- Directors of Programmes - Heads of Health Programmes - Senior Lecturers at University - Team Leaders - Programme Managers	5
Private organisations	- Directors - Programme Managers	3
International organisations	- Programme Managers - Operations/Administrative Officers - Budget and Finance Officers - Human Resources Management Officers - Procurement and Travel Officers	7
Non-Governmental Organisations	- Chief Executive Officers	2
Independent	- Consultants	3
TOTAL		20

Table 1: Study Participants

Out of the twenty participants targeted, seven are from my organisation. Amongst these, four are managers and three are team members who do not have managerial functions.

3.5. Research strategy

My research philosophy falls under pragmatism, and it aims to find practical ways to practice COLLEAD within modern organisations in an African context. To this end, I refer to action research as a strategy.

3.5.1. Action research

There are several definitions of action research (AR) and I have opted for the one provided by O'Brien (2004, p. 2):

"Action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process."

I refer to this definition because it highlights key aspects of AR: participation, collaboration, integration of action and reflection as well as theory and practice, development of practical knowledge, and creation of learning.

Participation is a substantial aspect of AR because, as shown in the figure below (Figure 6), all steps require the inclusion of research participants and collaboration amongst them to ensure a participative process. During this study, I collaborate with the research participants through regular interactions with them, either to collect data or to confirm information coming from the analysis of the data. This collaboration is sustained by a relationship based on trust. It is a learning process where the researcher and participants combine action and reflection.

The problem under study is occurring in an organisation setting where I also exist. Therefore, I am engaged in Insider Action Research (IAR) in which I fully participate. In this IAR, my participation occurs at three levels as Coghlan (2003) recommends: (1) first person research, which involves the researcher reflecting on his/her own values, assumptions, and behaviour. (2) The second person inquiry entails engaging with others, and this can lead to the creation of a community of inquiry. (3) The third person research allows the researcher to go beyond the first and second person public and target a

broader community, such as practitioners and academics. These techniques will enable the researcher to contribute to the body of knowledge. During this process, I make an account of my experience as a manager applying COLLEAD. Furthermore, the outcome of engaging with other participants contributes to the creation of a community of learning within my working environment. The findings of the research also contribute to the knowledge on COLLEAD for practitioners in other organisations.

For Coghlan (2003), an IAR can generate practical knowledge about how an organisation manages change and how actors of the organisation perceive and perform their role regarding this change. To do this, according to Coghlan (2003), there are two patterns within AR: (1) mechanistic-oriented AR, which involves traditional AR as conveyed in organisational development, and participatory AR resulting in pragmatic conclusions such as management of change or problem solving. (2) Organistic-oriented AR that is subversive because it is directed by its main goal, which is to study the inquiry process. In the current study, I am exploring an organisational issue and not an inquiry process. Considering the aim of my study, I rather focus on a mechanistic-oriented AR because (a) my intention is to reach pragmatic conclusions, and (b) it is driven by an instrumentalist approach to fulfil pragmatic outcomes and generate knowledge that can be used. The researcher is the instrument of his/her research; different organisational audiences can use the knowledge that he/she generates. Further, (c) It includes both single-loop learning and double-loop learning because the knowledge generated aims to undertake a first-order change and a second-order change (Coghlan, 2003).

Saunders et al., (2016) also identified five themes that characterise AR, which are the purpose, the process, the participation, the knowledge, and the implications. I first elaborate on the purpose. AR uses a scientific approach to study how to resolve an important social, or organisational, issue with the people experiencing that issue through a four-step process (Coughlan and Coghlan, 2002). Considering the process aspect of the AR, each stage entails the same process, which starts with diagnosis of the issue, then the planning of which action to take, taking the action and then evaluating the outcome of the action taken. It is important to highlight that the evaluation is a critical step

because it both gives direction and is the central point for the next stage, which also goes through the same process of diagnosis, planning action, taking action, and evaluating action as highlighted in Figure 6 below.

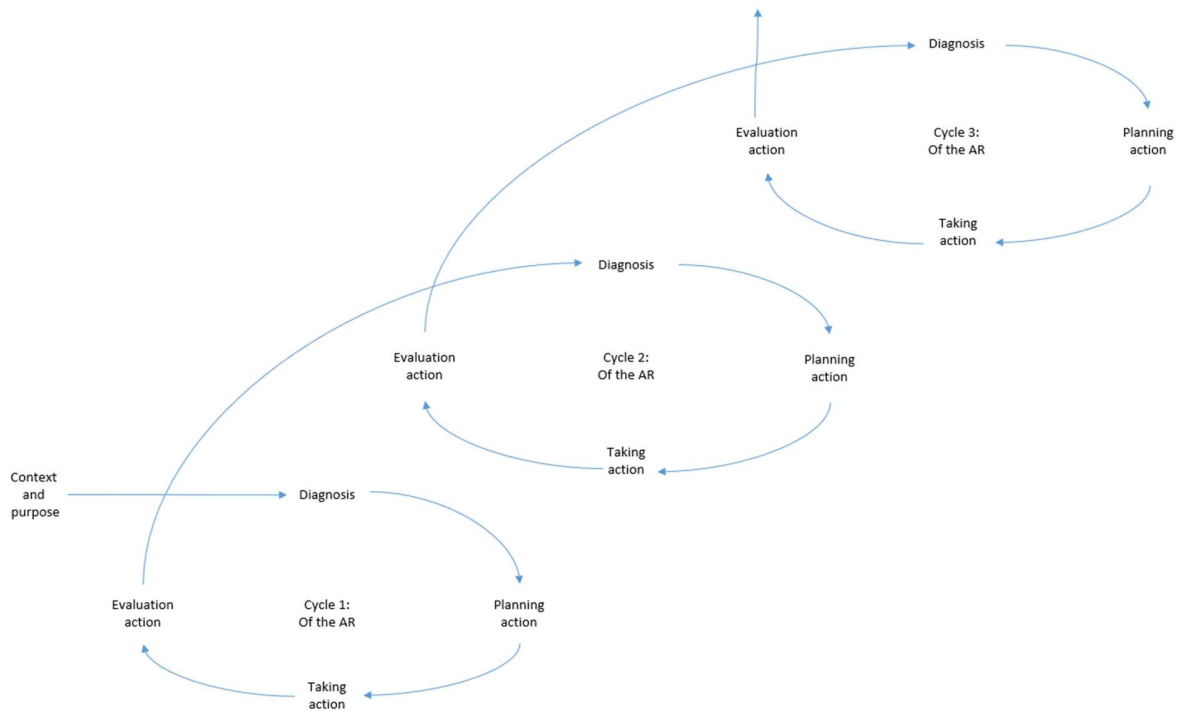


Figure 6: The three cycles of my AR regarding COLLEAD

Referring to the four types of AR indicated by O'Brien (2004), my study is a contextual AR because the problem that is addressed occurs within organisational contexts. During my AR, I refer to the key principles of AR by engaging reflective critique with the research participants on COLLEAD. I interact with them to have more insights on the problem (Saunders et al., 2016). As a manager, I also interact with my team members to find out their perspective on COLLEAD and write down their comments in my research journal. My engagement in dialectical critique allows me to know the relationship between the problem and its context and to identify the key elements that can trigger changes. Any change process brings some fears amongst organisations' members who may express their self-esteem during the discussions. This can constitute a risk for the smooth running of the study. Since I am aware of this risk, I work with the participants in a collaborative way and consider them as co-researchers (O'Brien, 2004; Saunders et al., 2016). The qualitative research method that I use for my study contributes to generating several

opinions regarding COLLEAD. I present these opinions in a report, which has a plural structure. To generate these opinions, I engage in specific types of inquiries in my AR.

Ramsey (2014) suggests three types of inquiry (A, B & C) in Action Research. Type A has three focuses: A1: Mapping the terrain where the inquiry focuses on a context or a situation, and the researcher wants to discover what can improve that context or situation. A2: Theory as the terrain where the inquiry focuses on an idea that the researcher thinks can help his/her organisation's activities. A3: Focuses, for example, on producing a policy document that researchers devote themselves to getting the organisation to accept it. Type B is about an inquiry on management and organisational processes that have been concluded, and the researcher uses ethnography or case study research strategies to find out what has happened during the processes. Type C inquiry focusses on evaluating an action taken or a project that researchers assess to determine success. Concerning this study, I engage in a Type A2 inquiry: theory as the terrain because I am exploring the idea that COLLEAD could help my organisation and others to change for efficient management and effective leadership. To this end, I intend to collect data to develop on: (a) how managers in my organisation and others integrate COLLEAD in their management/leadership practice, (b) the challenges they face, and (c) the proposed solutions to the problem identified.

3.5.2. Instrumentation

In qualitative research, the researcher and the interview questions are part of the instruments to collect data. Regarding the interview questions, Robert (2020) recommends the following procedure: (1) adopt a qualitative attitude; (2) craft interview questions with oversight; (3) develop an interview guide/protocol; (4) pilot and practice; (5) review, reflect and refine attitude. Furthermore, the interview questions must be aligned with the research questions.

Considering my research questions, the data collection process requires face-to-face interactions (interviews and focus group discussion) with my research participants. For the current study, semi-structured interviews are the most appropriate data collection

method because it allows some flexibility in the interview process (Moser and Korstjens, 2018). Furthermore, I applied the following procedure to develop my interview protocol. Firstly, I made up my opinion on the qualitative interview questions that are consistent with my research questions; secondly, I cautiously crafted the questions ensuring that they are open-ended, relevant, and focused on the concept of COLLEAD and the experience of the research participants. My initial questions were more than ten, which I shared and discussed with my supervisor for guidance; thirdly, I developed my interview protocol with ten questions in addition to six that are related to the interviewee's background. I did not pilot and practice my interview guide since it had been reviewed by my supervisor. However, I went through step 5 of the procedure by reflecting, reviewing, and refining my questions as the interviews unfolded because my intention was to collect adequate responses that will help me to respond to my research questions.

3.6. Data collection

During the planning step of my data collection, I sought and obtained permission from the University Ethics Committee. Furthermore, I sought the participants' consent through the 'Participant Consent Form', before engaging in any formal discussions. My research participants are considered as primary sources of information; therefore, to collect data for this study, I undertook two rounds of interview and a focus group discussion.

3.6.1. Interviews

In this section, I will describe the procedure I used for the interviews. First, the interview protocol (in Appendix D) was shared in advance with the research participants along with the consent form and the participant's information form to avoid misunderstandings in the process of data collection. Initially, fifteen participants confirmed their availability to participate in the interview out of the twenty that were sampled; three completed the interview form manually and later one participant confirmed his availability for the interview, providing a total of eighteen people. Out of the eighteen, seven are from my organisation.

Secondly, before the interviews, I briefed my research participants on the study purpose and reminded them that, although they have provided their consent, they may still withdraw from the process. I also informed them that the interview is recorded and requested their permission. All participants agreed that the sessions be recorded.

Thirdly, during the interview, in addition to the initial questions in the interview protocol, I posed exploratory ones (see Appendix E). This shows the freedom that exists when using semi-structured interviews: the possibility to add new questions as the interview goes (Wilson, 2014). The interviews took between twenty and fifty minutes, and they were recorded.

Lastly, after the interviews, I requested an external person to my study to do the transcripts of the recordings. The transcripts were uploaded in a computer-aided quality data analysis (CAQDAS) program called NVivo 12.

It is noted that after interviewing four of my research participants, I started the coding process using NVivo 12. From their responses, I was able to develop the following themes:

1. Managers' perception of COLLEAD practice
2. Different personality and behaviour within the team
3. Structure of the organisation and the issue of accountability
4. Discordance within the team and across departments
5. Change of mind-set and enabling working environment
6. Capacity building and enactment of a COLLEAD practice framework

An extract of the information provided by two participants from my organisation during the first phase of data collection is shown in the table below. Participant 5MPORG3 is a male manager and participant 7FAORG3 a female administrative/operations personnel. More data from participants within my organisation appear in Appendix G.

Themes	Participant 5MPORG	Participant 7FAORG3
Managers' perception of COLLEAD practice	"At times those with the loudest voice carry the day with the decisions and may not necessarily be the right decision."	"I would say it's more of a process and to some extent a role" "I would say it's more of a process and to some extent a role because, you know with the aspect of delegation, when a duty is delegated to a person, the person who delegates is the... the buck stops with the person who delegates whether the result is achieved or not."
Different personality & behaviour within the team		"when you're leading a team, everybody has a different personality and people might not work at the pace at which you want them to work, you know or do the things the way you want them to do."
Structure of the organisation & the issue of accountability		
Discordance within the team and across departments	"if badly managed then you'd have a lot of discordance within the organization where some people are seen to be leading with the boss rather than the boss leading and others supporting his vision and the process." "I think I would underline if not well managed, then it can be highly disruptive too. It can be highly disruptive to the organization"	
Change of mind-set & enabling working environment		"Enabling environment, I think that's also important."
Capacity building & enactment of a COLLEAD practice framework	"I'm hoping that your study can begin to propose some of those particular frameworks that if you want to practice collective leadership, these are some of the basic things that you need to make sure that that it exists in the organization. For example, the organizational structure, the leadership, how do you make sure that decision making processes are not unduly influenced by a particular category of staff or a particular group of staff that there is a very honest and candid feedback from staff in terms of their approach and also there has to be a clear framework for making the decision and monitoring the implementation of the decisions"	"If someone needs to go for a refresher course or you've identified a person is very good at a particular task or something or function, take them for refresher courses for workshops, things that would let them learn so those kinds of resources."

Table 2: Extract of data from the first phase of the data collection within my organisation

After reviewing the themes produced during the first exercise of coding, I realized that I would need more insights on the issue to: (1) understand better how managers/leaders practice COLLEAD, (2) know the challenges they face, and (3) be able to produce

actionable recommendations at the end of the study. For this purpose, I organised a second round of interviews with my research participants.

When planning for the second round of interviews, I followed the same process as in the first round. I sought their consent. I sent email communication to seven of my research participants asking their availability to participate in a second round of interviews. Four of them (including three from my organisation) confirmed their participation and I shared the interview questions before the interview day. During the second round of interviews, I focused on: (1) the issues that were important, but not discussed during the first interview, and (2) the practical actions the research participants would propose to facilitate COLLEAD practice. Therefore, they were asked specific questions on their perception of COLLEAD and how they would like COLLEAD practice to be implemented at the organisational level. The new sets of questions are presented in the table below.

Themes	Interview questions
Managers' perception of COLLEAD practice	Can you explain what actions the individual (manager/leader) and the organisation must take to change managers' perception of COLLEAD and to address the issue of different personality and behaviour they experience with their teams?
Different personality and behaviour within the team	
Structure of the organisation and the issue of accountability	What are the actions the organisation must take to make its structure accepting COLLEAD practice?
	What must the organisation do about the issue of accountability?
Discordance within the team and across departments	What are the actions the organisation must take to address the issue of discordance within the team and across the organisation's departments?
Change of mind-set and enabling working environment	What actions individuals and the organisation must take to change managers' mind-set to embrace COLLEAD practice?
	What are the improvements that must take place in the working environment to facilitate COLLEAD practice?
Capacity building and enactment of a COLLEAD practice framework	Which type of capacity building actions the organisation must take to improve COLLEAD practice?
	What can be the principles and the practicalities of COLLEAD in an organisation?

Table 3: Linkage between themes developed from 1st interview data analysis & 2nd interview questions

During the second interview, I continued the coding and analysis of the data already collected. It is one of the advantages of using qualitative research method. The

information provided by the research participants during the second round of interviews enabled me to understand better, their perception of COLLEAD, how they apply it, the challenges they face and their proposed solutions. The coding of the additional information collected, enabled the categorization as shown in the table below.

Categories	Subcategories
Collective leadership processes	- Decision making - Problem solving - Project implementation
Individual issues in COLLEAD practice	- Different personality and behaviour - Misunderstanding of COLLEAD - Team performance
Organisational issues in COLLEAD practice	- Lack of communication - Discordance - Lack of participation
Team development	- Accepting criticism - Increased results - Expanding knowledge & skills

Table 4: Relationship between categories and FG questions

Based on this categorization of the themes developed from the coding and the analysis undertaken, I was able to draft preliminary findings from my 1st and 2nd interviews that were discussed with a focus group.

3.6.2. Focus group

The focus group (FG) was organised with participants who indicated during interviews that they have already used COLLEAD at their workplace. The invitation for the FG was sent to seven of my research participants, all who confirmed their participation, but only three participated effectively. Out of the three, one was from my organisation.

Based on the principles and the practice of FGs by Liamputtong (2011), I used the following process: (1) identification of focus group participants; (2) setting up of the date; (3) identification of the venue/location; (4) identification of the methodology; (5) interactions during the focus group discussion.

- (1) **Identification of FG participants:** I selected the same participants for this study to provide critical information on COLLEAD practice. I had informal discussions

with them to see whether they were willing to be part of the FG. I informed them verbally on the procedures for the FG before writing to them formally and sending out the participant information sheet and consent form.

- (2) **Setting up of the date:** The date of FG was selected based on the availability of the participants.
- (3) **Identification of the venue (location):** Since my research participants were not all located in the same place, I decided to organise a virtual FG discussion to allow those who were based outside of my location to participate at the same time. To do this, I planned the FG discussion in the Star Leaf online meeting application.
- (4) **Identification of the methodology:** I informed eight of my research participants on my plan to organise the FG. Out of these eight, seven confirmed their availability to participate. To facilitate the discussions, I shared in advance the consent form, the FG protocol including the questions, and a note that contained a summary of preliminary findings from the data analysis undertaken during the first and second interviews.
- (5) **Interactions during the FG.** The questions posed during this session served as guidance to the discussion and were aimed at understanding the following: (a) the situations in which one could use COLLEAD process and the framework to achieve successful results; (b) the behaviour of team members during implementation of COLLEAD practice; (c) the challenges that managers could face during COLLEAD practice; (d) the improvement/change that COLLEAD practice could bring to the team/organisations. These discussions would bring out some paths of solution toward the lack of COLLEAD practice and recommendations for organisations, managers, and team members.

There is a relationship between the FG questions and part of the categories/subcategories, which emerged during the coding of the research participants' responses. The table below establishes that relationship.

Categories	Subcategories	Focus Group Questions
Collective leadership processes	<ul style="list-style-type: none"> - Decision making - Problem solving - Project implementation 	In which situation have you applied the proposed Collective Leadership process?
Individual issues in COLLEAD practice	<ul style="list-style-type: none"> - Different personality and behaviour - Misunderstanding of COLLEAD - Team performance 	What was the reactions of your team members?
Organisational issues in COLLEAD practice	<ul style="list-style-type: none"> - Lack of communication - Discordance - Lack of participation 	What were the challenges?
Team development	<ul style="list-style-type: none"> - Accepting criticism - Increased results - Expanding knowledge & skills 	What improvements /changes practicing COLLEAD has brought to your team / organisation?

Table 3: Relationship between categories and FG questions

The FG was a participatory process where participants provided their insights on the issue. During the discussions, they were also asking questions to each other; that brought more insights. I had planned one hour for the FG because of the occupation of the research participants, but the discussions lasted an hour and half during which I experienced insightful interventions.

In summary, I used both digital and paper means to record the data during the data collection process. Concerning the recording of data on paper, I have been taking notes in my research diary since I started the thesis process, while reading or when reflecting by myself or with colleagues and friends. Moreover, I used a digital audio-recorder while conducting interviews. The recordings took place during face-to-face conversations and telephone or virtual meetings with those who are not in my physical location. I have noted the practicability of telephone and virtual meetings, given that they save time and are cost effective (Cachia and Millward, 2011).

After the interviews and the FG, an external person transcribed the recordings. To ensure that all data collected had been transcribed effectively, I listened to the recordings a second time whilst reading the transcripts. Finally, to ensure that data was not lost, I kept my notes and the audio recordings and related transcripts on my personal computer and on my external hard disk. After collecting the data, I engaged in the process of analysing it.

3.7. Data analysis

In qualitative research, data collection and data analysis are interrelated and interactive processes (Cachia and Millward, 2011; Creswell, 2013; Richards, 2015). This study follows the same approach. Also, there are different data analysis techniques that are proposed in qualitative research but considering the nature and the volume of the data produced during the semi-structured interviews undertaken, the data analysis for this study complies with template analysis procedure (King, 1998) with both inductive and deductive perspectives. It has been noted that the process of data analysis with inductive perspective is flexible. It allows for analysis during the data collection process.

Template analysis

Template analysis is a type of thematic analysis, which allows the researcher to code part of the data first before he/she investigates for the themes (King, 2012). Whilst using any analytical techniques, the researcher must go through a procedure. The procedure of template analysis is the same as in thematic analysis. For this qualitative data analysis, I adopted the following procedure.

Step 1: Preparing the data for analysis

Before the analysis started, I organised the transcripts of the interviews into files; then I allocated an identification code to each participant to ensure anonymity. The code is composed as follows:

- The order in which I interviewed the participant.
- The gender of the participant: F for female and M for male.

- The function of the participant: P (professional) refers to senior managers and team leaders; A refers to administrative/operations personnel (with and without managerial function).
- The organisation identification code: ORG1: public organisations, ORG2: private organisations, ORG3: international organisations, ORG4: non-governmental organisations, ORG5: consultants/independents.

Identification Code	Designation
1	Respondent number 1
M	Male
P	Professional
ORG1	Public organisation

Table 4: Example of identification code of participants

When reading the transcripts, I made some notes on the important points from the responses to the interview questions. I was also listening to the recordings several times to confirm the notes I had taken. This enabled me to be familiar with the data (Rowley, 2012).

After the preparation stage, the researcher has the choice to use a CAQDAS or code manually. For my study I used NVivo 12, a CAQDAS. The screenshot below gives an overview of the coding undertaken.

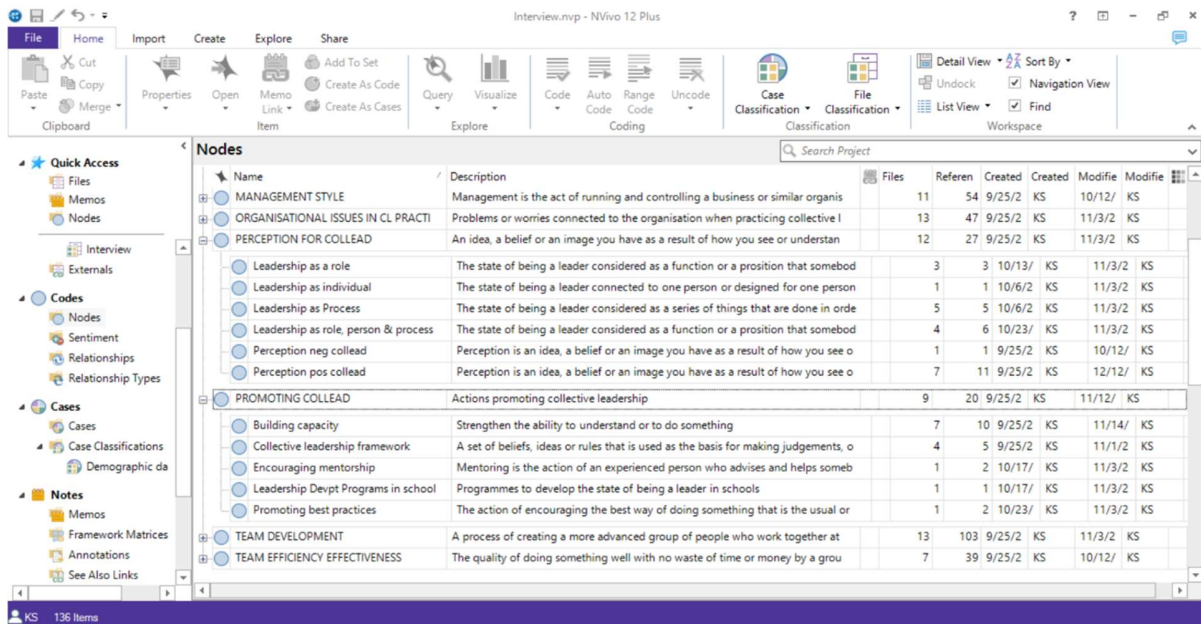


Figure 7: Screenshot of coding with NVivo 12 Pro

Step 2: Developing the coding of the data collected

The process of coding is about making sense of the data collected. In qualitative data analysis there is no coding procedure that is agreed upon and applied universally (DeCuir-Gunby et al., 2011). Several authors have proposed different procedures of coding (Richards, 2015; Saldana, 2016; Saunders et al., 2016).

During the coding process of the data collected for this study, I always referred to the research objectives and questions. For the first cycle coding, I used different approaches (Miles et al., 2016). One was to adopt provisional coding and I was able to establish an initial coding template that considered my own-generated codes related to the structure of the interview protocol (Table 5).

	Major themes	1 st level themes	2nd level themes
1	GENERAL/OPERATIONS MANAGEMENT	Working environment	- Type of organization - Culture - Environment
		Management approach / style	- Type / characteristics - Process - Benefits - Challenges
2	COLLECTIVE LEADERSHIP PRACTICE	- Awareness - Conditions - Process - Challenges	

Table 5: Initial coding template

When reviewing this structure, I found that grouping data under these predefined themes and sub-themes would not allow finding the response to the research question: why leaders/managers are apprehensive about using COLLEAD? Some of the codes did not work or were irrelevant.

This study is undertaken to: (a) know managers'/leaders' perception of COLLEAD, (b) evaluate the use of COLLEAD in targeted organisations and (c) recommend actions that could promote COLLEAD practice. Therefore, to give more sense to the data collected, I used NVivo 12 for coding. I started coding the four transcripts, which I loaded into NVivo 12. The terms that respondents used during the interviews allowed NVivo 12 to uncover thirty-one codes, which were reviewed considering the themes in the SLR, and the elements of the conceptual framework for COLLEAD practice. Going through the transcripts with the units of data NVivo 12 highlighted, I found that some relevant data was not coded; therefore, I undertook the coding manually (Welsh, 2002). I labelled each of the un-coded units of data, keeping in mind my research objectives and questions. Then I reviewed the codes generated by NVivo 12: merging codes with similar meaning, deleting those that were redundant, and adding missing codes.

The coding process described constitutes a way of summarising the data collected. The codes generated through these approaches changed and evolved during the field activities (see Appendix G).

During the second round of interviews, the research participants highlighted two major challenges that were not discussed during the first interviews. These challenges affect not only the perception of COLLEAD but also how they use this practice. One is about the socio-cultural background of both the leaders and the followers, and the second is about the mechanistic and hierarchical management style of leaders. For the analysis of the information provided during the second round of interviews, I followed the same coding procedure. New codes were added according to the information the research participants provided. For example, under the category “ORGANISATIONAL ISSUES IN CL PRACTICE”, the following new codes were developed:

Categories/Subcategories	Description
ORGANISATIONAL ISSUES IN CL PRACTICE	Problems or worries connected to the organisation when practicing collective leadership
Mechanistic & hierarchical management style	The mechanistic style relates to the beliefs that all things in the universe can be explained as if they were machines. Hierarchy is a system, especially in a society or an organisation, in which people are organised into different levels of importance from highest to lowest. A hierarchical management style is a management style that is based on the organisation of people into different levels of importance from highest to lowest.
Socio-cultural barrier	A barrier is a problem, rule or situation that prevents somebody from doing something or that makes something impossible. Socio-cultural barriers are rules based on the society and the culture that prevents somebody from doing something or that makes something impossible.
COLLEAD PRACTICE	A series of things that are done in order to achieve a particular result in collective leadership practice
Assess COLLEAD practice	To make a judgement about the nature or quality of somebody/something. To assess collective leadership practice is to make a judgement about the nature or the quality of collective practice.

Table 6: Categories and subcategories

As in interviews 1 and 2, the FG provided practical actions to address the problem. These practical actions will be part of the recommendations at the end of the study to improve COLLEAD practice at the organisation level. Here again, I applied the same coding procedure for the data collected. New codes were added as highlighted in the table below.

Categories/subcategories	Description
COLLEAD PRACTICE	A series of things that are done to achieve a particular result in collective leadership practice
Changes occurred re COLLEAD practice	The fact of a situation, a place or an experience being different from what is usual and thereafter likely to be interesting/enjoyable. Changes occurred in relation to collective leadership practice are about situations that become different from what they use to be and thereafter likely to be interesting, enjoyable.
Team members positive & negative reactions to COLLEAD practice	Reaction is what you do, say, or think because of something that has happened. Team members are individuals within a group of people. Their positive and negative statement/thinking of collective leadership practice.

Table 7: Themes under COLLEAD practice category

After the coding exercise, the next step consisted of explaining what was undertaken during the second cycle of coding. According to Miles et al., (2016, p.79), second cycle coding is the process of “grouping those summaries into a smaller number of categories, themes or concepts”.

Step 3: Searching for themes/categories and recognising relationships

“A theme is an extended phrase or sentence that identifies what a unit of data is about and/or what it means” (Miles et al., 2016, p.73).

The codebook generated during the coding process allowed me to organise the data collected according to categories and subcategories of information that will contribute to responding to the research questions.

	Category	Subcategory	Codes
1	Collective leadership practice	(1) Enabling factors	Communication, Expertise, Plans, Teamwork, working environment; trust; respect
		(2) Main conditions	Coaching, collaboration, coordination, mentoring, networking, partnership
2	Leadership skills	(1) Team management skills	Delegating, empowering,
		(2) Management strategies	Innovative management strategies,
3	Leaders fearing the use of collective leadership practice	(1) Individual issues	Competences
		(2) Organisational issues	Organisation culture
4	Actions to promote collective leadership	(1) Capacity building	Training, briefing,
		(2) Existence of concepts or models	Framework to develop

Table 8: Categories and subcategories of themes

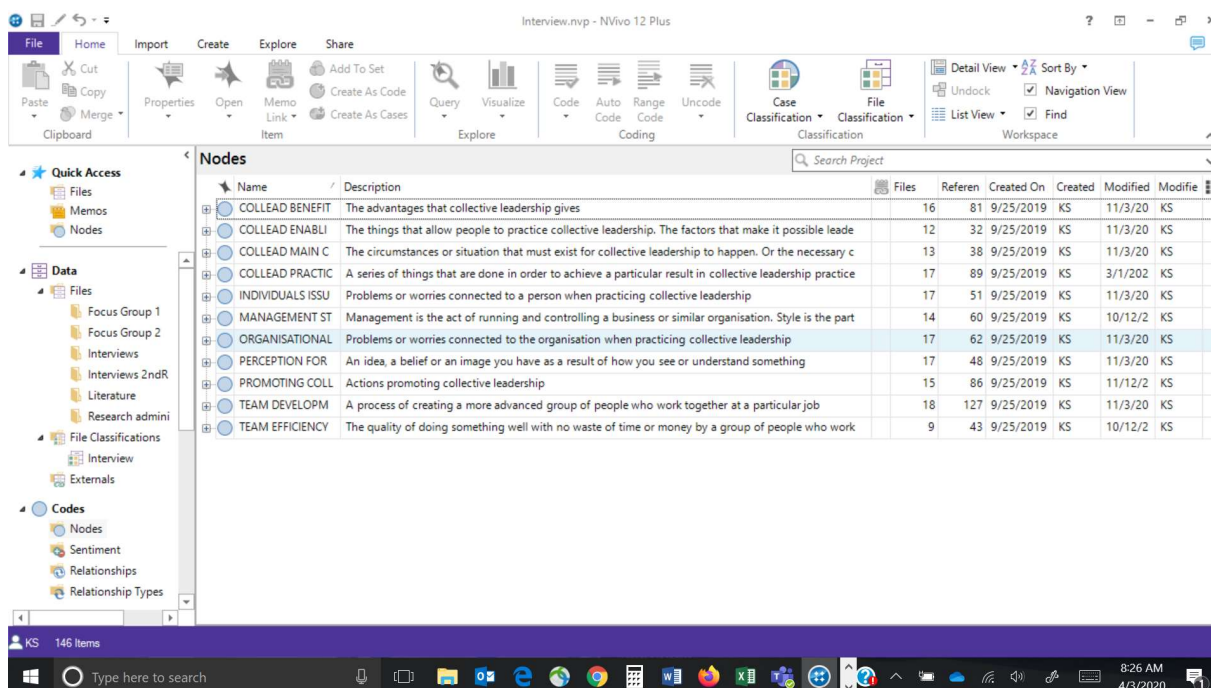


Figure 8: Screenshot of categories in NVivo 12 Pro

Considering the categories, subcategories, and codes in Table 8, I have noted that there are similarities between the findings from the SLR and what the research participants expressed towards COLLEAD practice. For example, in chapter 2, the literature review highlighted that communication, teamwork, trust, and respect are part of the 'enabling factors' for COLLEAD practice to happen. It demonstrates that I can rely on the data

provided by the research participants to develop a conceptual framework for COLLEAD practice, which may be part of the solutions to the problem under investigation.

Step 4: Refining themes and patterning

According to Miles et al., (2016), the researcher must move from codes generated in the first cycle of coding to patterns, which are generated during the second cycle of coding. Also, these authors indicate that pattern codes are composed of four interrelated summarisers, which are: (i) categories or themes; (ii) the causes or explanations; (iii) relationships amongst people, and (iv) concepts or theoretical constructs.

Considering the codes generated from the first cycle of coding, the pattern codes use the following three summarisers: (i) categories or themes; (ii) the causes or explanations, and (iii) relationships amongst people. The table below shows an illustration of the outcome of refining one theme (PERCEPTION OF COLLEAD) that emerged from the coding.

PERCEPTION OF COLLEAD	An idea, a belief, or an image you have because of how you see or understand something
Leadership as a role	The state of being a leader considered as a function or a position that somebody has or is expected to have in an organisation, in society or in a relationship
Leadership as individual	The state of being a leader connected to one person or designed for one person
Leadership as process	The state of being a leader considered as a series of things that are done to achieve a particular result
Leadership as role, person & process	The state of being a leader considered as a function or a position that somebody has or is expected to have in an organisation, in society or in a relationship; leadership as a state designed for one person; and leadership considered as a series of things that are done to achieve a particular result
Perception neg. COLLEAD	Perception is an idea, a belief, or an image you have because of how you see or understand something. A bad or harmful idea, belief, or image you have because of how you see or understand something.
Perception pos. COLLEAD	Perception is an idea, a belief, or an image you have because of how you see or understand something. A good idea, belief, or image you have because of how you see or understand something.

Table 9: Sample of codebook related to perception of COLLEAD

There are several ways to approach the categorisation or the patterning of generated codes. According to Miles et al., (2016) the researcher can pattern them by type of code (emotion code, NVivo code, process code and descriptive code). Furthermore, to analyse

the data, the codes can be displayed either in a visual way (matrices, networks, or graphics) or they can be presented in a narrative description. For this study, they are presented in a visual way using matrices. An example of a matrix generated from NVivo 12 is the quotes by research participants in relation to the themes that have been developed.

Matrix of Quotes by Theme by Interviewee						
INTERVIEWEES	MANAGERS' PERCEPTION OF COLLECTIVE LEADERSHIP PRACTICE	DIFFERENT PERSONALITY AND BEHAVIOUR WITHIN THE TEAM	STRUCTURE OF THE ORGANISATION AND THE ACCOUNTABILITY	DISCORDANCE WITHIN THE TEAM AND BETWEEN ORGANISATION'S DEPARTMENTS	CHANGE OF MIND-SET AND ENABLING WORKING ENVIRONMENT	CAPACITY BUILDING AND ENACTMENT OF A COLLECTIVE LEADERSHIP PRACTICE FRAMEWORK
1MPORG1	"Yes, it is something that any organisation can use, because when you find a cohesive team, that is when you find the performance going up and so I think it's a good thing for any organization to implement."				"when that changed and before I became a Coordinator we were able to see another Leader who brought us together and we were able to work as a team."	"We also have mentorship programs whereby we identify the best students and we absorb them. Like even in the training we train them on how to manage the processes of teaching, processes of Examination processing and Processes of even managing the student database."
2FPORG2	"I would say, all three (3)."			"once in a while sometimes people may disagree on something or conflict may arise because maybe there is overlapping of the areas of work or something" "So we realized that the more we worked alone, the more difficult it became to manage the little resources that we had." "The other thing that usually used to happen is everybody would send in their requests individually, so one person does not know what the other person is doing as the Team Lead, it was a very disjointed way of working."		
3FPORG1	"I think all. You know when you talk of an organization; an organization is made of people. These people are working in teams because work cannot be done by one person" "So Collective Leadership in terms of roles, we have different roles. The organization has employed different individuals for various reasons. Different expertise and this expertise are linked. So it can't escape that. So when you talk about Process, the process in terms of activities, I can say it is a process starting with the inputs you put in. You put in funding, you put in the expertise then you put in the actual activity, whatever you're planning to do. All those things need collectiveness." "So I think the three areas apply, I think so."		"the reason being maybe the protocol of getting the funds and getting the supplies and all that. Sometimes it derails my timelines and one of the reasons I had to be told by the organization is that we have to follow the protocol and I've followed the protocol but there is time-wasting and they also have to follow it as per Government protocol, but time-wasting." "From the teams' output, we can say everybody's working but we really don't know who did the real work"			

Table 10: Example of matrix of quotes by theme and by interviewee

Analysing the themes developed after the coding of the data collected, during the FG discussion, I noted that some of them such as 'change of mind-set', 'enabling working environment', and 'capacity building' could be included in the COLLEAD practice framework I intended to develop.

The coding of the data collected during the FG discussion is shown in the chart below.

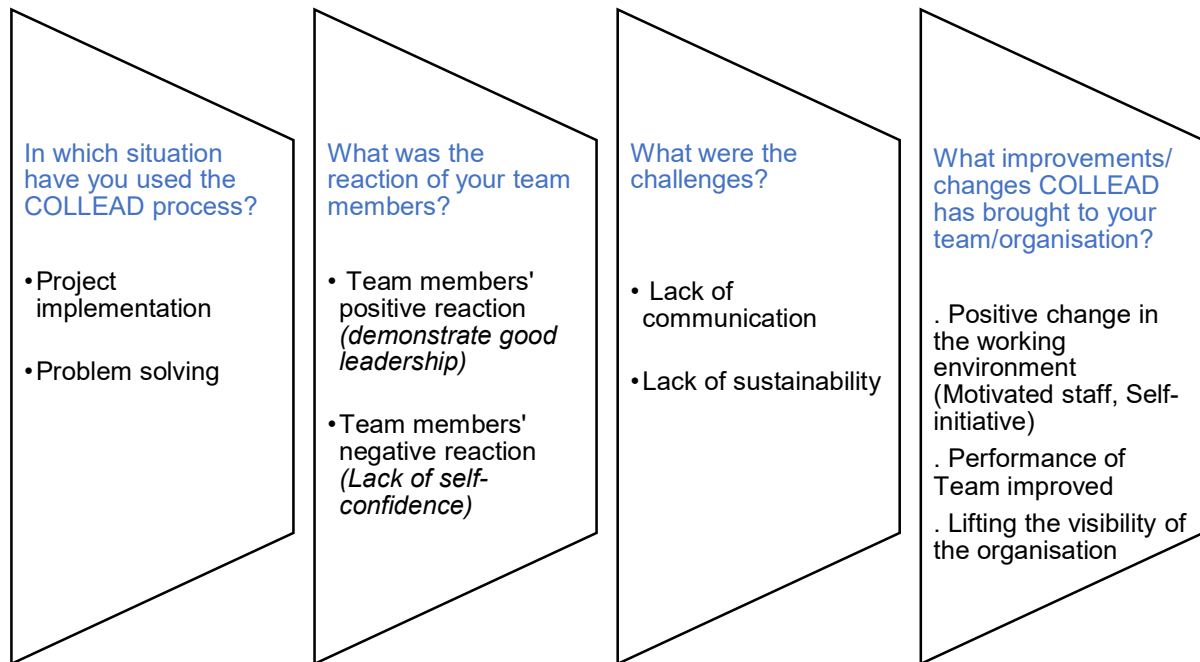


Figure 9: Themes developed from the FG data analysis

The themes from the FG data analysis contribute to the solution to the problem being researched. For example, they can be part of the recommendations at the end of the study.

Step 5: Report writing

Report writing is the final stage after the researcher has developed the themes. Also, he/she must apply the transparency criteria by explaining his/her choice of themes and stating their meaning. In this study, the way the findings have been elaborated is clearly described in chapter 4. The interpretation of the findings is summarized in a report format and the layout follows the themes that come out of the coding of the information collected. Chapter 4 also describes the social setting of the type of organisations, the groups of participants and how they interact. Furthermore, it highlights the relationship between the participants and the topic. In the reporting step, I consider the annotations and memos I had written during the coding process and the self-reflection undertaken on the themes, to verify some of the ideas developed in the course of the data analysis.

3.8. Ethical considerations

The individual researcher is ultimately responsible for proceeding in his/her research in an ethical manner (Merriam and Tisdell, 2015). Moreover, ethical practice comes from the researcher's own values and ethics. Therefore, the integrity of the researcher and the fact that he/she shows his/her ethical stance is key in a qualitative research process.

Ethical issues can be procedural or relational. Concerning ethical issues related to procedures prescribed by an organisation, I needed to obtain all the authorisations before starting the project. For the current study, the University's DBA Research Ethics Review Board granted its approval after reviewing the ethics forms submitted. In this form, compliance with the University's ethical standards is a pre-requisite to start the process of data collection.

Furthermore, it has been noted that there are ethical issues related to the different stages of a research: (1) formulating and clarifying the research topic; (2) designing the research and gaining access; (3) collecting data; (4) processing and storing data; (5) analysing the data and reporting the findings, and (6) dissemination of the findings (Merriam and Tisdell, 2015). Complying with the selected procedures for each stage enhances the transparency of the research.

For the current study, I have selected a procedure to formulate and clarify the research topic. This procedure is detailed in chapter 2. Concerning the designing of the research and gaining access, the procedure is also explained in this chapter.

Data collection through interviews and observations has its ethical dilemmas. The process was also described to thoroughly inform the readers. Emphasis was on the research participants' protection. The interview protocol was developed considering ethical dilemmas. Questions were structured to preserve privacy. Participants were informed on the process through the participant information sheet. They were also

requested to sign the consent form before the interview started. Also, before and after the interview, participants were informed that they could withdraw from the process if they desired.

The processing and storing of data were also explicit. The process of data analysis is key because the researcher is the primary instrument for data collection; therefore, he/she can filter the data through his/her theoretical position and biases. During the data analysis for the current study, I complied with the anonymity principle by using codes to identify the research participants. The transcripts did not bear their identity. The process of reporting on the findings was also clearly described to inform the audience.

The process of disseminating the research findings can also yield ethical issues. In case the research is sponsored by an organisation, the researcher can lose control over the data he/she has produced (Merriam and Tisdell, 2015).

Concerning the situational and relational ethical challenges, they depend on the researchers' own sensitivity and values. However, there are measures to mitigate these types of ethical issues.

3.9. Transparency and Qualitative Validity

3.9.1. Transparency

Nowadays, the quality of any research is a key element to make it distinguishable to other scholars. This quality demands the richness, rigor, and transparency of a qualitative research to be enhanced. This principal has become especially important to the extent that, for example, the American Political Science Association formally recommended higher transparency standards for qualitative and quantitative research (Moravcsik, 2014).

Transparency is defined as “the benchmark for writing up research and the presentation and dissemination of findings” (Given, 2008, p. 891). It has become increasingly important

in qualitative inquiry, to be explicit, clear, and open about the methods and procedures the researcher used during every stage of his/her research process (Kapiszewski and Kirilova, 2014; Nowell et al., 2017). To this end, the procedures of inquiry, data collection and data analysis must be clear enough for other scholars to follow. Furthermore, the processes of interpreting data and presenting findings need to be as explicit as possible.

The current study did not depart from this recommendation. I ensured that the three dimensions of research transparency: data, analytic and production were followed. Transparency principles were applied in all the processes involved in this study by complying with the requirements for each stage. At the different stages of the research process, I asked myself the fundamental question suggested by Given (2008): have I described with sufficient transparency or with clarity and thoroughness?

- the assumptions and methods used in designing and carrying out my research?
- the methods used in analysing my data? and
- the ways in which my findings and conclusions follow from the data?

For Moravcsik (2014) there are various tools for promoting research transparency: data archiving, qualitative data basing, hyperlinks citation, traditional citation, and active citation. Concerning the current study, I have archived the data collected in my personal computer. Furthermore, in terms of qualitative data basing, I have used NVivo 12, the CAQDAS, that I mentioned in the data analysis section of this chapter. As far as the use of hyperlinks is concerned, this has not been utilised while presenting the findings of the research. I have rather used the active citation and provided a brief excerpt of the matrix that contains quotes from the research participants (in Appendix G).

Scholars have put an important emphasis on the transparency principle of qualitative research to set the ground for the credibility of the research findings.

3.9.2. Qualitative validity

With respect to quality validity of the current AR, the issues of credibility, transferability, dependability, and confirmability are discussed in this section.

Credibility is about demonstrating that the results of the qualitative research are believable from the perspective of the research participants. In the current study, to make the results credible, research participants' statements were classified by themes in a matrix as shown in Appendix G. Also, participants were provided with the preliminary findings of the research for discussion in the FG.

Transferability is the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings (Trochim and Donnelly, 2001). Generalization is used more as a criterion of validity in quantitative research, and it is the responsibility of the researcher. However, in qualitative research, the person or the reader who wishes to transfer the results to a different setting is the one responsible for the work of transferability (Polit and Beck, 2010). The role of the qualitative researcher is to give detailed descriptions that will allow the reader to perform the transfer of the results. In this study, I provide detailed descriptions of the research context and assumptions that are key elements.

Dependability is attained when "researchers can ensure the research process is logical, traceable, and clearly documented" (Tobin and Begley, 2004, cited by Nowell et al., 2017 p. 3). Dependability works through transparent reporting of data, descriptive and analytical themes providing a sound description of the data used in the analytical process (Nowell et al., 2017). Regarding the current study, I have explained in a transparent way the processes I was involved in during data collection, data analysis (including the process of developing themes) and reporting, so that readers are able to analyse them to appreciate the dependability.

Confirmability is about the level to which the results of a research could be confirmed or supported by others (Trochim and Donnelly, 2001). For the results to be confirmed by others, it should be established that the researcher's interpretations and findings clearly derive from the data collected (Nowell et al., 2017). Furthermore, the researcher is asked to demonstrate how he/she reaches the conclusions and interpretations of the findings. In this study, I have explained the reasons of my theoretical, methodological, and

analytical choices throughout the entire process to enable others to understand the rationale behind my decisions. According to Trochim and Donnelly (2001), there are different strategies to improve confirmability. For example, the researcher can document the procedures for checking and rechecking the data collected throughout the study. As part of this research, I listened to audio recordings several times to confirm the information in the transcripts. I also referred to my notes while coding to make sure that the themes and codes represent the research participants' statements.

3.10. Constraints related to my role as researcher

In qualitative research, the role of the researcher is participatory. As an IAR, he/she has access to the participants' environment (Clark and Veale, 2018). Considering the researcher's experience and his/her level of knowledge of the subject under investigation can result in biases in the whole process of qualitative research.

Bias is an important issue in qualitative research (Mehra, 2002). As stated by Mehra, it starts with the choice of the topic. Commonly, scholar researchers decide to study the topic they are comfortable with. This is the first bias because in the process, the researcher will sometimes refer to his/her own knowledge and understanding of the topic. In this study, my learning experience in the DBA programme and my professional experience (notably my position as manager at my practice) have played a great role in the selection of the topic.

Secondly, there can be bias in the methodology the researcher chose. For instance, in the selection of the sample demographic: most of the time qualitative researchers will use purposeful sampling, which results in the selection of participants who can provide data in line with the objectives of the study.

The researcher, being the central instrument of the research, can be an issue because he/she can influence the collection of data (Chenail, 2011). For this study, although I am considered as an insider to the research because I am part of the research environment,

I use open-ended questions and do not interfere with the research participants' responses to the interview questions (Jonsen et al., 2018).

My dual role of practitioner-scholar and researcher can be a constraint. My role as researcher leads me go through a systematic and reflective analysis of the responses provided by the research participants. Based on the findings of this reflection, as practitioner, I critically think on how I would apply COLLEAD practice within my own team.

Thirdly, qualitative research assumes that the self of the researcher has an impact on the topic and the circumstances of the research (Mehra, 2002). This means there may be some subjectivity in interpreting the findings because during the process of qualitative research, the researcher's personal beliefs and values may be brought forward. COLLEAD practice has a personal significance to me. Therefore, the interpretation of the findings being unbiased can be a challenge, but I tried as much as possible to be objective while collecting the data; to be neutral and consider all my research participants' responses and point of views including those that are not aligned to my personal beliefs and values. I also strived to be objective whilst reporting the analysis and the interpretation of the information provided by the research participants (Galdas, 2017).

3.11. Summary

In AR, like in other qualitative research, ethical dilemmas can occur concerning the collection of data, data analysis, and the dissemination of the findings. The ethical issues are addressed by following the requirements of the University. Transparency is key in any research; therefore, in the current study, all processes are clearly explained and described. In addition, the issue of credibility, dependability, transferability, and confirmability are critical for research trustworthiness. To this end, this study is evaluated according to these criteria, but also according to the procedure used in a contextual AR.

The semi-structured interviews and FG allowed for the generation of data concerning how managers implement COLLEAD; what challenges they face and what could facilitate this

practice. Using purposeful sampling has led to the involvement of participants who are knowledgeable of the topic; particularly executive managers, middle managers, and people without managerial functions to know about COLLEAD practice from their perspective. During this AR process, as a pragmatist, I must be able to build on their experiences in leadership practice, their opinion about COLLEAD, and on my own observations, understanding and reflections.

Interpreting the findings of the data analysis using deductive and inductive processes helps to propose practical actions that may facilitate COLLEAD within teams in my organisation or in other entities. In the next chapter, the results of the findings are summarised, in a report format and the layout follows the themes that came out of the classification of the data collected.

4. CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF FINDINGS

4.1. Introduction

The aim of the study was to explore the issue of lack of COLLEAD practice in organisations. Therefore, the research was undertaken to collect leaders, senior managers, team leaders, and administration/operations personnel's experiences of COLLEAD practice. It is important to note that administration/operations personnel were part of the study to get their perspective on COLLEAD as leaders, and as followers, because some of them are team leaders and others are not.

During the interviews, participants were asked questions that intended to provide more insights on their knowledge of the subject, how they practise COLLEAD, the main challenges that they encounter, and what are the possible factors facilitating this practice. A certain quantity of data was collected and analysed using a template analysis approach.

This chapter starts with Section 4.1, the introduction. In Section 4.2, I put forward the relevant background information regarding the interviews, the FG discussion that took place and the research participants. Then follows the presentation of the results of the data analysis. These results are presented according to the main themes that I constructed. Section 4.3 elaborates on the managers' perception of COLLEAD practice. This section also demonstrates their understanding of the concept. In Section 4.4, I elaborate on the different personalities and behaviour within a team that can hinder the practice of COLLEAD. Section 4.5 explains the impact of the structure of the organisation and the issue of accountability, which are part of the challenges that prevent managers from using COLLEAD practice. Section 4.6 is about the discordance that occurs within teams and amongst the organisation's departments. This phenomenon also forms part of the challenges managers are facing in their practice. Section 4.7 is about the circumstances, or situations, that must exist for COLLEAD practice to happen; namely, a change of mind-set and an enabling working environment. Section 4.8 is about capacity-building and the enactment of a COLLEAD framework that constitutes the way forward

for COLLEAD practice to happen in an organisation. Section 4.9 highlights the implications for the organisation in promoting COLLEAD. The chapter ends with a summary of the findings in Section 4.10.

It is important to highlight that this report on the findings is meant for the local participants and respondents to the interview, senior officers, team leaders, programmes managers, administrative/operations personnel, practitioners, and other researchers in the field of COLLEAD. The report intends to heighten insight and deepen understanding in COLLEAD practice and to add to existing information on the topic. Moreover, it seeks to provide guidance through a COLLEAD practice framework for action.

4.2. Background information of the interviews, focus group and the research participants

The interviews and FG discussion was conducted focussing on the lived experiences of the participants, and the data collected was analysed considering the research questions using NVivo 12.

Main research question	Sub-research questions
<ul style="list-style-type: none">• Why are leaders and managers apprehensive about collective leadership?	<ul style="list-style-type: none">• What are the challenges in applying collective leadership?• What could facilitate the practice of collective leadership in modern organisations in Africa?

Figure 10: Research Questions

The requests for participation in the interview were sent to twenty persons including executive officers, managers, middle managers and administrative/operations personnel from public, private, and international organisations, NGOs, and independents

institutions. Out of the twenty persons targeted, eighteen participated effectively in the study.

The demographic data concerning the research participants is captured in the table below generated from NVivo 12.

Demographic data	Education	Field of study	Gender	Location	Occupation
10MPORG2	Master	Statistics	Male	Nairobi	Team Leader
11MPORG3	Master	Budget and Finance	Male	Out of Nairobi	Budget & Fin. Officer
12MPORG1	PhD	Epidemiology	Male	Nairobi	Director of Programme
13MPORG5	PhD	Health Economy	Male	Nairobi	Sen. Research Officer
1MPORG1	PhD	Statistics	Male	Nairobi	Senior Lecturer
2FPORG2	Master	Public Health	Female	Nairobi	Team Leader
3FPORG1	Master	Public Health	Female	Nairobi	Sen. Research Officer
4FPORG2	Master	Health Economy	Female	Nairobi	Director
5MPORG3	PhD	Statistics	Male	Nairobi	Programme Manager
6MPORG3	Master	Public Health	Male	Nairobi	Programme Manager
7FAORG3	Master	Strategic Management	Female	Nairobi	Administrative Assistant
8MPORG1	Master	Biometry	Male	Nairobi	Chief Exec. Officer
9MPORG3	Master	Finance	Male	Out of Nairobi	Operations Officer
14MPORG1	PhD	Statistic	Male	Nairobi	Senior Lecturer
15MPORG5	PhD	Economy	Male	Nairobi	Consultant Health Economy
16MPORG5	Master	Logistics	Male	Nairobi	Consultant Logistics
17MPORG3	Master	Information Technology	Male	Nairobi	Information Technology Officer
18FAORG3	Master	Communication	Female	Nairobi	Administrative Assistant

Table 11: Demographic data related to research participants

The sections below provide an overview of the themes I constructed from the analysis of data.

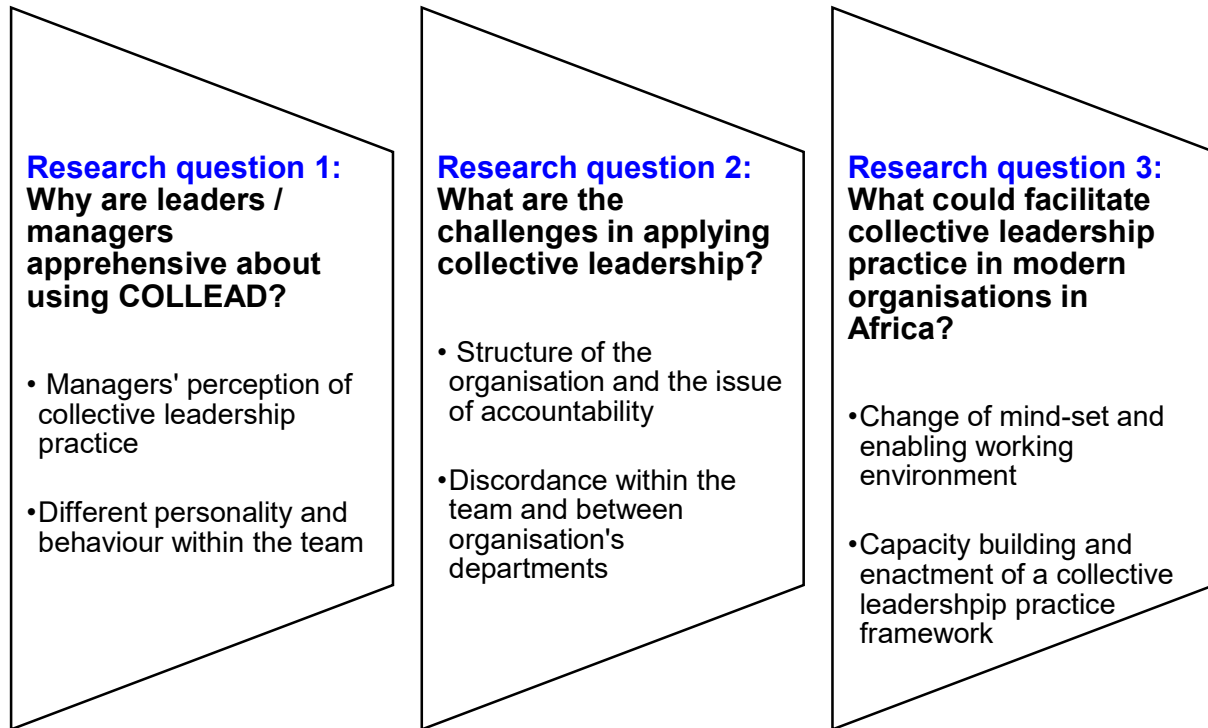


Figure 11: Linkages between themes and research questions

These themes have been selected to elaborate on, not because of the numeric frequency of the data related to them, but rather for their importance to this study and because they address the research questions. The themes here talk about: (a) the possible reasons why leaders/managers are apprehensive about using COLLEAD, (b) the challenges they face when applying COLLEAD, and (c) the enabling factors that could facilitate COLLEAD practice in modern organisations in Africa.

The same themes are presented in the chart below showing their link with the categories formed, with the information provided by the research participants.

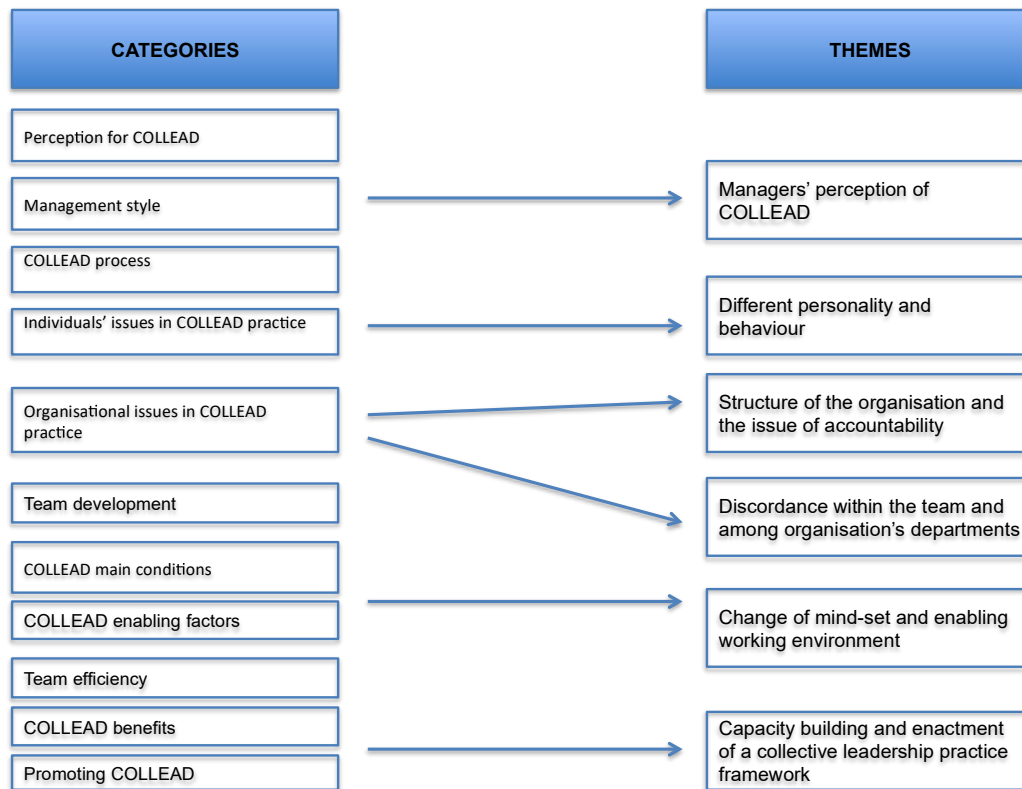


Figure 12: Link between the categories and themes formed

The themes developed here are in line with what the literature review has highlighted. For example, the interview revealed that the structure of the organisation, and the issue of accountability/responsibility are factors that prevent COLLEAD from happening and the literature review highlights the same.

It has been noted that the interview uncovered new elements, which was not in the literature review: (a) “discordance within the team and amongst the organisation’s departments” (a challenge that leaders’/managers’ encounter when applying COLLEAD), and (b) “capacity building and enactment of a COLLEAD practice framework”, (a facilitating element for COLLEAD practice). Elaborating on this provides more insights for readers.

4.3. Managers' perceptions of collective leadership practice

The interview undertaken has allowed me to learn about managers' perceptions on COLLEAD practice. The general observation was that research participants were unanimous that COLLEAD practice brings improvement in the performance of individuals and the organisation. The analysis of the data has uncovered that managers' perceptions can be divided into two folds: one is related to the three dimensions of COLLEAD (role, person, and process) and the other comprises their feelings/beliefs about this practice. It has been noted that some of them have positive beliefs towards COLLEAD practice and others are reluctant.

TYPE OF ORGANISATION	RESEARCH PARTICIPANT	QUOTES
Public organisation	1MPORG1	« Yes, it is something that any organisation can use, because when you find a cohesive team, that is when you find the performance going up and so I think it's a good thing for any organization to implement ».
Private organisation	2FPORG2	« I would say, all three (Role, Person & Process) »
Private organisation	10MPORG2	« it was a conscious way then it can be encouraged in an organisation »
International organisation	7FAORG3	« I would say it's more a process and to some extend a role »

Table 12: Example of quotes on managers' perception of COLLEAD

Concerning the three dimensions of COLLEAD practice, participants have diverse ideas on the subject. Some of them consider COLLEAD as a role.

"... what I will take for this collective leadership, role is just a part but also doing the work is a part, issues like delegation of tasks and delegation of authority is part of collective leadership." (11MPORG3).

One of the respondents emphasises the presence of individuals in COLLEAD practice.

"I think you must have individual leaders." (4FPORG2)

This demonstrates that the respondent is referring to conventional leadership where the person of a leader is the most important element.

Furthermore, it is noted that some respondents see COLLEAD as a process.

“I would say it is more of a process and to some extent a role because, you know with the aspect of delegation, when a duty is delegated to a person, the person who delegates is the buck stops with the person who delegates whether the result is achieved or not.” (7FAORG3).

My interpretation is, COLLEAD is seen as a process but also as a role related to an individual.

Some respondents think that COLLEAD considers the three dimensions (role, person, and process).

“It is a combination of these three because leadership is about communication, it is about listening and it is about sharing information, so I would take all these ingredients as part of collective leadership approach.” (11MPORG3).

As for the feeling of respondents towards COLLEAD practice, the interview has revealed that all are in favour of the collectivist approach of operating. Some have expressed their positive feeling clearly, whether from a private or public organisation.

“Yes, it is something that any organisation can use, because when you find a cohesive team, that is when you find the performance going up and so I think it is a good thing for any organisation to implement.” (1MPORG1).

In their responses to the question on their practice of COLLEAD, they described a process they follow to implement a project, or to make decisions. It has been observed that managers perceive COLLEAD practice as a management style. But can one say it is a management style?

4.3.1. Management style and collective leadership practice

From the definition in the Oxford Dictionary (Hornby, 2015), management style is defined as the way in which one is running, and controlling, a business or an organisation. This

involves people (leader and followers), processes, knowledge, and skills. During the interview, when research participants were asked how they practise COLLEAD, all have described the way they are running their unit. The way they described COLLEAD has led to the following.

Research findings

The level of knowledge of COLLEAD practice determines the level of utilisation of this practice within a team or an organisation. The less the manager knows about COLLEAD practice, the less he/she uses it. The management style of the manager can also predict the use of COLLEAD practice within the team or the organisation.

Rationale

The experience of the interviews showed that the COLLEAD concept is not so well known by some of the research participants.

“What I would say to be frank it may be what we practise. Because of my training, I am not a ... I usually, I am not directly aware of the various types but there is a way in which we manage our ... administration, our team; one of them is to work as a team.” (1MPORG1)

When I explained the concept, respondents could make the link with their management style or with other concepts of leadership. A participant from an international organisation made the link with the concept of incomplete leadership:

“I have heard about incomplete leader, whereby when you look at a leader there is a myth usually to think that the leader should be a know it all, but according to this concept it says that the leader has three or four functions and those functions for example, one is since making just being able to know the direction to give but it comes to the nitty gritty an also the details, he may not be the one to implement all his vision. He can set a vision but then the team that is working with will contribute to that vision, will contribute to the realisation of that vision.” (6MPORG3).

During the interviews, research participants were asked about their management styles. Most of them referred to practices related to a COLLEAD approach. Some of them indicated that they follow the open-door policy. The open-door policy is a plan of action design by an organisation, or a leader, to allow people to communicate freely with people in charge. This policy contributes to the strengthening of communication between the team leader and team members. It also improves the process of engaging together within the team. For example, a respondent from a private organisation explains the following:

“I try to have that open door policy because of group dynamism, also in a group, problem is better solved because a lot of these things probably come out either there is lack of clear communication, misperception and misconception but unless really everybody listens to the other party” (10MPORG2)

I apply the same in my practice and it creates a certain synergy between me and my team members. However, it also has its drawbacks because some of my team members always consult me even when they can decide for themselves. This creates a certain dependency that occasionally prevents them from taking responsibility.

The respondents stated that they have opted for a consultative approach while dealing with certain tasks, or for decision-making. The consultative approach consists of discussing with team members to provide advice or to make suggestions. In the consultative approach, the leader gives the opportunity to his/her team members to participate in the decision-making process for a better implementation of that decision. Here again, one can say that an excess of consultation can render the decision-making difficult. The leader must know how and when to intervene and give the right direction. One of the respondents highlighted that sometimes, consultation takes place, but team members' suggestions are not considered. This can create resistance to the organisation's planned change.

“... we use consultative type of management. Consultative means we all sit together; we discuss an issue together and agree on a way forward. Now the consultative meetings mean that we have all partners or players who can affect a particular decision.” (12MPORG1)

Some of the participants mentioned that they rather go through a process of empowering their team members so that they take ownership of processes. It is important for a leader to give the opportunity to his/her team members to expand their knowledge and skills and to believe more in their own ability to do things and be successful.

“So, in the office there was one technical officer who had better knowledge and who could lead the technical dialogue with the Ministry. So, I let him do that as long as in the office he keeps us abreast of the developments but also just for us to be appraised on what do this relates so that we could also use this as a learning opportunity” (6MPORG3).

More than half of the respondents indicated that they have been delegating some of their tasks to their team members. Delegating is the action or process of giving part of your work, power, or authority to somebody in a lower position than yourself. To this effect, some managers do delegate.

“You normally want to delegate a lot so that people are happy about and they feel valued that they can actually do what you want to do, and you make sure that when have you delegated, you are very clear about what is to be delegated and you do not micromanage so much” (8MPORG1).

Most of the respondents consider COLLEAD practice as a management style, which consists of using a collectivist approach when dealing with a situation in a particular organisation. During the interviews, more than half of the participants referred to the practice as ‘working collectively’. I have opted to elaborate on this approach because it is used in COLLEAD practice.

4.3.2. Working collectively

Working collectively means that all members of a group, or a team, are working together. It is important to note that working collectively does not mean COLLEAD practice. It is one of the characteristics of COLLEAD practice that is used increasingly in teams or organisations.

It is noted that participants apply this characteristic of COLLEAD practice in their day-to-day work. Some participants have referred to it several times.

“... so, coordinating between my team and other teams within the Programme was also part of ensuring that the team was working and then, collectively also addressing issues that arose within the teammates.” (2FPORG2).

The sections below highlight some of the aspects of working collectively: role distribution and work distribution, which are important in this process.

Working collectively implies the distribution of roles within the team and the distribution of labour. The notion of role in the team is important in working collectively because it determines the quality of the process followed by the team. As such, in a team working collectively on a project, or on solving a problem, there should be efficient distribution of roles. During the interviews, some of the respondents referred to roles in teams frequently. They referred to the following roles within a team: (1) coordinating role, (2) leadership role, and (3) political role. Out of the three, the coordinating role and leadership role are most important in COLLEAD practice. The literature review has revealed that in COLLEAD practice, the leadership role or the coordinating role is distributed amongst team members.

“Basically, my role in the office is to be coordinating in terms of programme management, coordinating in terms of strategic planning, budget management, operational planning, overseeing the grant management and also participating in resource mobilisation.” (11MPORG3).

In working collectively, work distribution is also important to ensure that all members of the team contribute to a given assignment. As such, the distribution is done according to the expertise of the team member during the implementation of a project.

“I had to make sure that we have teams in different areas that could respond to the outbreak and assist the Ministry. So, to do that, we had to make sure that we identify people with different talents, and people with different experiences in those areas and those people were to lead in the different technical areas.” (6MPORG3).

Managers are also aware of the positive outcome of working collectively. Therefore, they use it for different purposes.

“... so collectively thinking through problems and brainstorming adds values because you have varying capacities, skills, experience. And even the youngest person of the team can bring in a quite different lens to the problem you are facing.”
(4FPORG2).

This statement also means that junior staff can also contribute to a decision-making process, with his/her skills and capacities.

COLLEAD practice is part of my management style. For example, at my practice, the responsible officers for the following business areas are given the opportunity to participate in technical meetings to present a report on operations in their respective areas: human resources, procurement, programme, and budget management. For instance, the officer in charge of monitoring the programme budget implementation presents the financial overview, and the IT person presents a report of his activities.

Working collectively is also one of the characteristics of teamwork. It implies engaging together. Based on the responses provided, working collectively is part of their management style. Considering that COLLEAD practice requires working collectively towards a common goal, one can say it is a management style that aims at empowering team members. Also, during COLLEAD practice, managers apply consensus, consultative approach, delegating, directive approach and an open-door policy in their practice of COLLEAD. This has allowed me to suggest the chart below with the elements they have highlighted above.

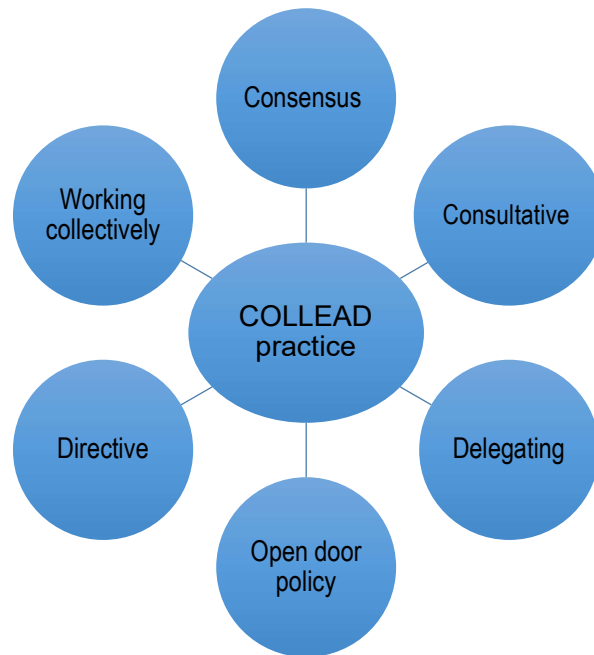


Figure 13: The influence of management styles on COLLEAD practice

These two themes (management style and working collectively) have some commonalities and some differences.

One of the commonalities is that the practice of COLLEAD and the management style occur within a team. The team dimension is key for both; a management style cannot be exercised without a team and vice versa. Some of the characteristics of COLLEAD can be found in a management style, but it depends on the type of management style. For instance, one cannot find consultative or empowering actions in an autocratic management style. In a democratic management style one can experience COLLEAD, depending on the situation at hand.

The difference is that management style involves one individual: the manager. He/she adopts a management style based on their knowledge, skills, competences, personality, and experiences. Furthermore, there are several management styles: autocratic, democratic, consultative, or participative. It is important to highlight that the management

style must be adapted to the prevailing circumstances or the situations. As such, there are situation of conflict, change or project management situations.

Summary

The interviews have revealed that the terminology, and even the concept of COLLEAD practice is not so well known by some managers within the African setting, but their practice of management/leadership includes most of the features of COLLEAD such as working collectively, delegating, and providing directions and guidance, among others. What they did not mention is the fact of transferring the leadership to a member of their team.

They also consider COLLEAD as a management style. However, from my point of view, it is not a management style, but it is part of a management style.

Referring to the literature review, COLLEAD practice is not only about working collectively; it is also about roles, processes, persons, and most importantly, skills and knowledge. In their responses, participants have highlighted the three dimensions as well as the skills and knowledge that are key factors in working collectively.

Furthermore, it is important to note the progress made in the use of COLLEAD practice because managers are increasingly using a collectivist approach to solve problems, implement projects or to consult on a decision to be made, but to what extend are they committed to using it fully?

It has been noted that the notions of role within the team and labour distribution were considered in the participants' responses. These elements are key in working collectively, but the fundamental question remains: why are managers apprehensive about using COLLEAD practice?

Furthermore, the situational nature of COLLEAD means that it cannot be used under just any circumstance. It can be used during decision making, project implementation, or

problem solving. The second interview revealed the following situations where COLLEAD can be used.

4.3.3. In which situation have you applied the proposed COLLEAD practice process?

Participants have indicated that they have used COLLEAD processes during the implementation of projects and solving problems within their team, or at an organisational level.

Project Implementation

Project implementation is a process where the COLLEAD process can be applied. One of the participants to the FG discussion indicated that he has been using COLLEAD during operational planning, for instance during workplan development.

“When it came to the development of the work plan, we got together as a team, discussed about the process and what each one of us needed to contribute. And then we would separate into sub teams; then the different sub teams could develop their work plans and then we would meet again as an entire team to review the contributions together and together, together as a team.” 15MPORG5

Project implementation is an area where COLLEAD can best fit because of the collectivist approach that is used in that context. Furthermore, one can say that COLLEAD is used not only during project implementation, but also during the whole process of project management, from the initiation to the evaluation stages, including monitoring and evaluation phases.

Considering the analysis of the information from the FG participants, people use COLLEAD practices during project implementation even if they do not use the terms of COLLEAD.

Problem solving

Concerning problem solving, managers or leaders may use COLLEAD. One of the FG participants gave his example of using this process to solve the problem of top-down leadership that resulted in a permanent lack of communication and an atmosphere of exclusion. Team members were feeling excluded from the development of the department.

“When I arrived in the program, I found a situation whereby the staff members actually felt excluded from the process of developing the strategy but also the plan for the program. And a situation where believe it, there was not much communication between the manager and the staff and even between the team itself.” 15MPORG5

To solve that problem, 15MPORG5 explains the following:

“When we held the first meeting, I encouraged each one of them to hear any grievances that they had and indicating that they needed to bring them out clearly so that we could find the solutions.”

As far as problem solving is concerned, the proposed COLLEAD process in chapter 5 can be a useful guide, although there is a specific approach for that purpose. The use of the COLLEAD process will depend on the type of problem at hand. There are problems that require this approach; others need another approach. Using the COLLEAD process only may not solve the problem; the manager or the leader must refer to his/her own knowledge and leadership skills.

Decision-making

COLLEAD is also used for decision-making and that was mentioned during the first interviews. Applying this practice can elicit positive and negative reactions from team members, depending on the prevailing working environment. Using COLLEAD practice for decision-making can increase adherence to the decision.

To summarize this section, managers' perceptions and the level of knowledge of COLLEAD are not the only reasons why they are apprehensive to use this practice. Another reason that came out of the interview is the different personalities and behaviours within the team, including the leader's personality. The latter plays a critical role in the practice of COLLEAD.

4.4. Different personalities and behaviour within the team

The various aspects of a person's character that combine to make him/her different from other people, and the way that that person functions in a particular situation, are key elements in leadership practice in general, and in COLLEAD practice.

Research Findings

The personality and the behaviour of both the leader and his/her followers influence the practice of COLLEAD.

Rationale

The research participants highlighted, during the interviews, that the different personalities and behaviours within the team constitute one of the reasons why they do not practise COLLEAD effectively.

In this section, I elaborate on team members' personalities and behaviours, and the leaders' personalities that play a critical role in the practice of COLLEAD.

4.4.1. Team members' personalities and behaviours

Team members' characters, combined with their behaviours, can prevent managers from engaging in COLLEAD practice. Managers from international organisations have expressed it clearly.

"When you are leading a team, everybody has a different personality and people might not work at the pace at which you want them to work; you know or do the things the way you want them to do." (7FAORG3).

This statement suggests that the personalities and attitudes of team members prevent the leader from applying COLLEAD. But how can the leader change the personality or behaviour of his team members?

The character of an individual is a matter of intrinsic value. This is what determines him/her and no matter the circumstance, this personality cannot change. However, a leader's personality and his/her management style can influence individuals' personalities and behaviour. Managers who are indulgent and pedagogical, make use of mentorship and training to build the capacity of their team members in working collectively. In terms of team management, respondents propose different approaches. The following quote is one of them.

"... those who are a little bit weak and lagging behind are also consequently pushed by that momentum that has been created by the bigger part of the staff and once in a while they find themselves even being reprimanded by the other staff because the other staff feel that they are letting them down." (12MPORG1)

Faced with team members' personalities and attitudes, the leader's personality plays an important role in the COLLEAD practice. The leader's personality can influence the team members' attitudes negatively or positively. In the next section, I shall highlight a few of them.

4.4.2. Leader's personality and behaviour

The respondents highlighted a leader personality, which can prevent him/her from practising COLLEAD: an uninspiring leader. A leader who does not inspire his/her team members is the one who do not stimulate or encourage you to do something.

"A person may be coming who is not inspiring. It is not his fault, there are people not gifted to make others happy, they just come and say, we are here, let us work, this is what we expect to be, let us achieve." (8MPORG1)

Another character of a leader that can impede COLLEAD practice is 'supervisor being tough'. A leader is called being tough when he/she is being strict and firm; when he/she demands that a task be done in a particular way, or the rules be strictly obeyed. Most of the time, it does work; team members do their work within the timeframe set up and according to the requirements. In very few cases, it does not help because there are no disciplinary measures available to reprimand underperformers.

Another personality of a leader highlighted is when he/she 'wants to take full control of things'. Consequently, there is no contact between her/him and team members. He/she decides by himself/herself without consulting team members.

"Unfortunately, a lot of situations you will find the team leaders are not actually welcoming any suggestions or any alternative suggestions apart from what they think". (13MPORG5)

It has been observed that leaders want to take full control of things because there is a lack of trust in team members. Leaders do not have any, or enough, belief that team members are good, sincere, honest, and that they do not try to harm or trick them.

Respondents have also highlighted that leaders don't practise COLLEAD because they fear to be seen as 'weak'. This bad feeling of being easy to influence, or not having much power, or not good at something, can be a serious impediment to COLLEAD. They also fear to lose their job if their team members are performing well. These fears are justified by the fact that the leader lacks skills or the ability to do his/her job. Participants from public, private, and international organisations express the same feeling.

"The moment you talk about collective leadership that means actually you are ceding power and that is a big problem with the fear that you are losing control and you are losing power, that is one of the reasons that will make people not prefer a situation where everybody seems to cede the decision making." (10MPORG2).

All these characteristics and behaviours of leaders negatively influence the practice of COLLEAD. However, there are some characteristics and behaviours that a leader must

have to positively influence the personalities and attitudes of his/her team members to facilitate COLLEAD. To this extent, the leader must be confident, which means he/she should be sure of his/her own ability to do things and be successful.

“... for leader to be, to welcome collective leadership, they need to be confident that they are competent in their own areas such that they do not feel intimidated or offended when team members challenge some of their thoughts or actions.” (13MPORG5)

Furthermore, the leader must respect his team members and trust them.

“What is important is to respect each other, allow people time to speak and try to address the issues as they come up.” (9MPORG3).

One of the research participants highlighted two important characteristics and behaviours of the leader, which are transparency and equity:

“The issue of equity is that you cannot always gather equally opportunities, but you can try as much as possible to make sure that people feel they have been treated fairly.” (8MPORG1)

A summary of leaders, and team members', personalities and behaviours that contribute to the lack of COLLEAD are in the chart below.

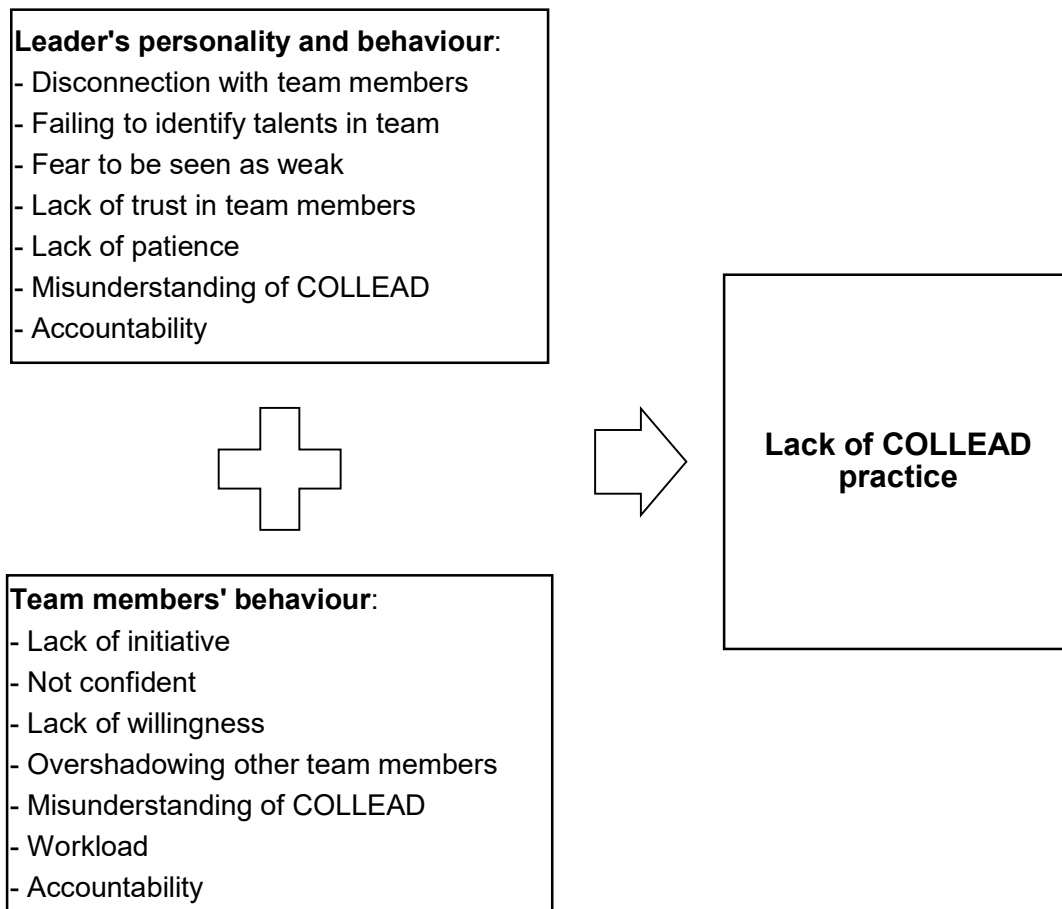


Figure 14: Impact of individuals' behaviour on COLLEAD practice

The second round of interviews revealed another barrier to COLLEAD practice that the literature review has not highlighted: the socio-cultural background of both the leader/manager and the team member.

4.4.3. Socio-cultural background and collective leadership practice

This second interview revealed that the socio-cultural backgrounds of leaders/managers and team members can influence the practice of COLLEAD. Socio-cultural background is a set of beliefs related to the society and culture to which someone belongs. Research participants highlighted that it could constitute a barrier that prevents managers and team members from implementing COLLEAD smoothly. It can even make it impossible. For example, one of the participants stated the following:

“The policies that you will have in Europe, in the U S cannot be the same as that we have in the Arab world. It cannot be the same that which we have in most of the African countries because it's, it's the cultural one, but that culture is underpinned by something very, very strong, which is religion.”
(9MPORG3)

According to what the responded has stated, this barrier is built on certain beliefs that are related to gender, religion, and culture. These aspects are not mentioned; organisations do not allude to them, but they exist. They can be considered as silent factors that affect the way leadership is practised in the African context. Since societies and cultures are different from one continent to another, this can justify the existence of several practices of leadership.

“The role of women comes into play. We recognize and we accept they must work, they are equally competent just as men, but why are they not getting what men are getting? ... There are certain societies or communities where you wouldn't have a woman address in a community of men.” (9MPORG3)

In addition, one of the respondents highlighted that the way people are brought up or what is innate in them may also influence their practice of leadership.

“Personally, I think it is more to do with the cultural practices and upbringings because, it is in a traditional African environment; in a household leadership is provided by one person who is the leader of that house, that is the father and then a village has a village elder. The chief and that elder are the leaders in this case, what they say is what is final, and there is no discussion. So, even when the people within that environment can provide leadership or are able to take up responsibilities, they will not because the culture and the tradition demands that all this comes from the person who has in his shoulder this responsibility...” 17MPORG3.

The academic background of managers/leaders is an important factor. The training they have received during their academic years can influence their leadership practice. Respondent 11MPORG3 stated that:

“People have different managerial styles; people have different backgrounds and training, so you will find that it affects their approach. Some people have become managers but without being trained; they have become managers by accident.”

In this statement, the respondent has highlighted one important fact: people becoming managers by accident. In most cases, this affects the practice of leadership. Training can cover part of this gap, however, the manager’s/leader’s personality must play an important role.

As mentioned before, these factors are sometimes not considered when assessing the leadership capabilities of managers/leaders when entering the job. Nevertheless, it is important to highlight that they may constitute 50% of the factors that determine the nature of the leadership managers/leader’s practise.

Summary

The research findings have shown that the personality and the behaviour of both the leader and his/her followers influence the practice of COLLEAD. Participants have highlighted the different personalities and behaviour of managers/leaders and team members that can constitute an obstacle for COLLEAD practice. Furthermore, the issue of socio-cultural background can also prevent both the manager, and his team members, from engaging in COLLEAD practice.

These challenges have been grouped into two categories: (1) individuals’ issues, and (2) organisational issues. This paper will not elaborate on all challenges because of space and time constraints; therefore, I have opted to elaborate on the critical ones in both categories.

4.5. Structure of the organisation and accountability

The structure of the organisation is the way in which the different parts of the organisation are connected. It is important to highlight that the way the different parts of an organisation are connected may sometimes be conflicting and this can negatively influence the practice of COLLEAD. Furthermore, the mechanistic and hierarchical management style applied within the organisation can be an impediment to COLLEAD practice.

Accountability is about the responsibility of team members vis-à-vis their actions and the fact that they are expected to explain their actions when they are asked. The structure of the organisation and accountability can become an issue within the team, or the organisation, when they are not well defined. Therefore, I made the following constructs.

Research findings

The structure of the organisation greatly influences the use of COLLEAD practice. The mechanistic and hierarchical management style, and the issue of accountability prevent managers from practising COLLEAD.

Rationale

In their responses, some research participants highlighted that the structure of the organisation, the mechanistic and hierarchical management style as well as accountability issue constitute a limitation to the practice of COLLEAD.

4.5.1. Structure of the organisation

Some respondents indicated that the structure of an organisation could be a barrier for COLLEAD practice.

“... there is the structure but also the organisation culture, if it encourages open discussion or if it does not ...” (13MPORG5).

When the structure of the organisation does not promote open discussion, teams as well as individuals work in solo; no dialogue takes place and therefore COLLEAD may be difficult to practise.

One of the participants alluded to the culture of the organisation that sometimes does not allow the practice of COLLEAD. By experience, the culture of an organisation is not written, but it is a set of practices that members of an organisation routinely follow. One of these practices is, for example, 'the chief is always right'. This means that team members accept whatever decision the chief takes, even if it is not fit for purpose. It has been noted that such practice is not aligned with recent changes in the business world and more importantly with the practice of COLLEAD.

"We are in an organisation that is based on hierarchies and that is manifested in the structures that we have. If we look at the country office, you have a director who is the head of the office and has full responsibility of everything that happens, so in terms of decision making it is a top-down process." (9MPORG3).

In organisations where the director is the only person to make the decisions, COLLEAD can be challenging to practice. As stated earlier, team members do not participate in discussions because the ultimate responsible person is the director. The top-down decision-making approach does not allow any suggestions from team members.

In COLLEAD practice, the distribution of tasks can allow an individual to coordinate a project and guide people who are above his/her level, or people whose qualification is higher. In some situations, the structure of the organisation does not allow this.

"I think that the bottom line is that are we allowing them to actually tell you; look I have been in this situation, and I think so and so would have done this. Are you willing to accept to be guided by somebody who is not your level or qualification?" (10MPORG2).

Besides the way that power is structured or distributed within the organisation, one respondent, referred to the size of the team or the office. An office with many individuals

can also withhold leaders from the practice of COLLEAD. In these cases, department heads can be consulted for important decision-making in the organisation. But, are they able to contribute to the decision up to the expectations of their team members?

4.5.2. Mechanistic and hierarchical management style and collective leadership practice

Mechanistic management relates to the beliefs that all things in the universe can be explained as if they were machines. A hierarchy is a system, especially in a society or an organisation, in which people are organised into different levels of importance from highest to lowest. Hierarchical management style is a management style that is implemented considering the organisation of people into different levels of importance from highest to lowest.

Mechanistic and hierarchical management styles are part of the organisational issues highlighted by the research participants. Reflecting on this has resulted in the following interpretation: this management style is based on two facts: (1) Managers/leaders apply COLLEAD like in a mechanistic system, which does not allow inclusion, consultation, and collaboration. They do not consider COLLEAD practice in the three dimensions (person, role, and process). (2) The hierarchical management style seems not to include a collectivist approach in implementing leadership. Concerning the mechanistic management style, one of the respondents stated the following:

“At my former organisation, the management approach is mechanistic, hierarchical, autocratic and top-down. Those in leadership behave as if they know everything, even though they have no evidence to back it up. There is systemic fear among staff”. 15MPORG5

The mechanistic and hierarchical management style can constitute a challenge for COLLEAD process implementation. This top-down approach is sometimes dictated by the organization’s culture. Nevertheless, one would say that although the organisation’s structure may support this mechanistic and hierarchical management style, sometimes it is the choice of the manager because of his lack of leadership or management competencies.

As for the hierarchical management style, another respondent highlighted the following:

“... I think so-and-so would have done this. Are you willing to accept to be guided by somebody who is not of your level or qualification?” 10MPORG2.

This statement obviously brings out the issue of practising COLLEAD in a hierarchical management context. It is a fact that sometimes prevents managers/leaders from evolving and moving away from the conventional idea of leadership. However, another respondent disagreed that the hierarchical structure of an organisation or a hierarchical management style can prevent managers/leaders from practising COLLEAD.

“... I wouldn't agree when they say it's because of the structure, that's why collective leadership becomes their problem. No, it's more to do with the people not the structure because the structure is defined and however it's still top bottom. Now, for it to be collective and participatory it simply means that the top before making decisions do consult with the people at the bottom and in the middle that is organizational wide consultation before you make the decision.” 9MPORG3.

For him, it is a matter of people with their background, whether it is socio-cultural or academic; there must be communication and trust between the leader and his/her team members. For example, the people who are going to implement a decision are part of the process, and the organisation's vision and strategy must be shared with team members to ensure optimum implementation.

This is understandable, but people are so embedded in their socio-cultural background and the existing organisational powers that it can discourage managers/leaders from applying COLLEAD practice.

4.5.3. Accountability

Although many participants did not refer to accountability, it can be a major challenge that prevents managers from using COLLEAD. There are organisations where the

accountability of managers and team members is well defined. In others, it is not; in this case when there is a mistake, it is difficult to find the responsible person.

In my practice, the accountability of the supervisor is always put forward. It is said that the supervisor can delegate some of his/her tasks to the members of his/her team except his responsibility. This is also the case in some organisations.

“... is the person willing to accept that mistakes were made and if you are the leader, and eventually you still take the responsibility of whatever mistake happened because you had already made a conscious decision that this is how we work ...” (10MPORG2).

In some cases, team members also do not want COLLEAD because they do not want to take responsibility.

“Sometimes when things go wrong nobody wants to take the responsibility and the leaders run away by blaming the team member ... that is actually what discourages the people because if there is a mistake then and you are being blamed, next time you do not want to even volunteer and be part of a process.” (10MPORG2).

The lack of accountability of the members of a team in the accomplishment of a project makes the leader not ready to delegate, for example, decision-making.

According to one of the respondents, accountability can be a challenge but if there is a shared vision, in principle there is a common strategy.

“It is important to say that there can be a shared vision, but the strategy may be different to implement because of the diversity of thinking of how to practice collective leadership”. (13MPORG5),

Summary

The interviews revealed that the way the different parts of the organisation are connected influences the practice of COLLEAD. In an organisation where departments are working in silo, it is challenging to apply COLLEAD practice; there is no dialogue between the

departments and there is no open discussion between members of the team including managers.

Furthermore, in organisations where there is a top-down decision-making approach and a strict respect of the hierarchy, team members are not willing to participate in COLLEAD because their inputs are not taken into consideration.

In addition, accountability is a challenge for COLLEAD when the organisation does not clearly define the responsibility of managers and team members. There are organisations where the manager is accountable for mistakes made by his team members; in such case, some managers are reluctant to practise COLLEAD.

In other cases, team members do not wish for the practice of COLLEAD because they do not want to be accountable for work done collectively.

The next section will elaborate on another challenge that managers face in the practice of COLLEAD.

4.6. Discordance within the team and among organisation's departments

Discordance is the fact of being not in agreement, combining with other things in a way that is strange or unpleasant. A team or an organisation is about people with different personalities and behaviour; therefore, it should be considered that one will experience disagreement and all kinds of discordance. This brings the following constructs:

Research findings

Discordance within the team and amongst departments can prevent COLLEAD practice from taking place.

Rationale

During the interviews, research participants highlighted two categories of discordance happening at the workplace. One is the discordance that can be in place within the team and the second one between departments.

4.6.1. Discordance within the team

The discordance within the team is manifested by several factors. One relates to the divergence of points of view. The team member does not see things through the same lens as the leader. Not only does this prevent collaboration between the two but can also be the cause of an impediment on the part of the manager in the practice of COLLEAD. He/she can decide not to take the risk of applying COLLEAD because he/she will not get adherence from this team member even if the idea he/she is bringing is good for everyone within the team. In the case of differences in views, not referring to COLLEAD is a sign of inclining to conventional leadership whereby the manager's idea prevails.

“There are a few people who may not be seeing the same direction that you are seeing as the leader of the team and despite you being discussing and trying to persuade them to take the cause that you think is necessary, it become a little difficult”. (12MPORG1).

Another discordance within the team is related to the difference in team members' competencies. The competencies can be about the technical expertise, the overall attitude at work, the way people interact with others, producing results or managing change. In terms of technical expertise, some team members can demonstrate their competence in every single project to implement, and this person is always solicited instead of giving the chance to others to develop their competences. As a consequence, to such a situation, other team members may not accept it and there will be resistance to participate in a collective endeavour.

As for overall attitude at work, some team members prefer working alone. This disconnects them from the rest of the group. As it is a factor that works against working collectively, it prevents team members from engaging in COLLEAD practice. The other

drawback of working solely is that the individual cannot have access to the variety of resources that exist while working collectively. These resources are financial, competency- and effort-based.

“So, we realised that the more we work alone, the more difficult it became to manage the little resources that we had”. (2FPORG2).

In addition, when individuals are used to working alone, it will be a challenge for the manager to bring all of them together at any given time; hence COLLEAD practice cannot take place.

One more discordance that can hinder COLLEAD practice is conflict between members of a team. Conflicts between individuals can be a source of deep disagreement that can prevent people from working together. Not only does this have a negative impact on the performance of individuals, but also on that of the team and the organisation. An environment with several conflicts, prevents the implementation of COLLEAD because the manager will allocate more time to manage these conflicts.

“Once a while sometimes people may disagree on something, or conflict may arise because maybe there is overlapping of areas of work or something”. (2FPORG2).

Besides discordance between team members, there can be discordance amongst departments within the organisation.

4.6.2. Discordance among organisation’s departments

Discordance among an organisation’s departments occurs for different reasons including (a) improper definition of departments’ roles within the organisation; (b) lack of coordination within the department; (c) noncompliance with the organisation’s rules and procedures.

Regarding the inadequate definition of departments’ roles, the interviews revealed that departments/teams sometimes go beyond what is assigned to them and even decide for others; on the other hand, it happens that there is no reaction from a department because

they estimate that it is another department that must act. Also, there are cases where a team member goes beyond his/her role of advisor to supervisor. He/she decides for others, taking over the role of the supervisor who, sometimes, does not draw a line between his role and his team members’.

“...if badly managed then you would have a lot of discordance within the organisation where some people are seen to be leading the boss rather than the boss leading and others supporting his vision and the process”. (5MPORG3).

This situation also hinders the practice of COLLEAD.

As for the lack of coordination within the team, when the overall work of the team is not coordinated, it can create a certain disorder during the implementation of activities because no one knows what others are doing.

“The other thing that usually used to happen is everybody would send in their requests individually, so one person does not know what the other person is doing as the team lead, it was a very disjointed way of working”. (2FPORG2).

Coordination is key when applying collectivist approach. Therefore, working without coordination does not encourage the practice of COLLEAD because there should always be a person to coordinate the work within the team, and also between teams/departments.

Concerning non-compliance with the organisation’s rules and procedures, respondents highlighted the fact that discordance occurred between departments when rules and procedures are not followed. From the response of the participants, compliance with rules and procedures is sometimes an issue within organisations.

“So, at times, the feeling is that may be the operations team do not understand the technical team. So, that is always one of the challenges when working with them; they stick to the rules...” (5MPORG3).

This assertion shows that when some team members do not want to follow the rules, it becomes challenging to operate. Since the operations team is responsible for the respect of administrative rules and procedures, they should ensure this compliance and explain to other departments the requirements during the implementation of their activities.

Summary

The interview has revealed that discordance within the team and amongst organisation's departments can prevent COLLEAD practice from happening. The respondents highlighted two categories of discordance. One occurred within the team: when team members do not have the same point of view as the leader. In addition, when a team member works solo, he/she is disconnected from the other members of the team, and this constitutes a challenge for the manager in practicing COLLEAD. Another discordance is conflict between team members, which the manager must address to be able to implement COLLEAD.

Regarding discordance amongst organisation's departments, the interview revealed three categories. One is about improper definition of departments' role within the organisation whereby there is overlap in actions, or there is no action, and a chaotic situation can happen. The second one is about lack of coordination that does not allow COLLEAD to be effective. The third one is about non-compliance with the organisation's rules and procedures. This non-compliance creates discordance between the organisation's departments and hence impedes the practice of COLLEAD.

The following sections of the report will address the first step managers must take, and the actions from the organisation to facilitate COLLEAD practice. The change of mind-set is the responsibility of the manager, while the creation of an enabling working environment is the responsibility of the organisation.

4.7. Change of mind-set and enabling working environment

Besides the fact that managers need to have certain knowledge of COLLEAD to be able to apply this concept, it is critical that the change of mind-set happens. This change cannot occur without support; and it is understood from the responses provided by the research participants that an enabling working environment can be that support. This has prompted the following constructs.

Research findings

A change of mind-set must take place and an enabling working environment must exist for managers/leaders to evolve in COLLEAD practice. Furthermore, an enabling working environment, combined with an efficient capacity-building strategy, contributes to changing managers' mind-sets.

Rationale

Research participants highlighted that a change of mind-set must happen to allow COLLEAD practice and there must be an enabling working environment to facilitate the practice.

4.7.1. Change of mind-set

From the definition in the Oxford Dictionary (Hornby, 2015), mind-set is a set of attitudes or fixed ideas that somebody has, and that are often difficult to alter. Changing the mind-set is having a new status of the set of attitudes or fixed ideas.

The research participants highlighted that a change of mind-set is part of the main conditions for COLLEAD to occur and this was acknowledged by the literature as well. One of them refers to it as paradigm shift:

"I think that there is need for almost a paradigm shift". (13MPORG5).

This paradigm shift is about a change of mind-set from leaders who must not see leadership through the traditional lens but rather embrace the new way of thinking about

leadership. Fortunately, there is progress in the domain. The second respondent considered that this change is taking place in his organisation: managers are becoming aware that everyone within the organisation should contribute. He indicated that:

“There is a lot of change of mind-set in the leadership to appreciate that no matter whoever is in the organisation, they have something to contribute.” (10MPORG3).

The change of mind-set from this perspective can allow COLLEAD practice to increasingly take place in organisations. As indicated before, it is a process that can be supported by the organisation’s working environment or by a self-education. In the current report, I elaborate on the role of the organisation of having an enabling working environment in the overall process of COLLEAD practice and for the change of mind-set.

4.7.2. Enabling working environment

An enabling working environment is the conditions at work that affect the behaviour and development of an individual. There should be some conditions that can positively influence the working environment. The research participants have indicated extensively on those conditions. Several factors contribute to an enabling working environment. In the current report, I shall mention the critical ones. These elements are also central in COLLEAD practice: communication, a conducive working environment, creating a culture of acceptance, and the security of the leader.

Communication

Communication has different aspects and, more importantly, it is the basis of a relationship between two or more individuals. In an organisation, it is the basis of any collaboration. Knowing that COLLEAD practice is the application/outcome of a good collaboration, communication is one of its fundamentals.

During the interviews, more than half of the respondents referred to communication several times. This illustrates the importance given to it. They also mentioned different aspects of communication, which are highlighted in the paragraphs below. First, they referred to the frequency of communicating in a team.

“I ensure regular communication, especially with the team leads. I have various team leads and we have agreed on what to report regularly and what to report any time”. (3FPORG1).

Regular communication between the managers and team leaders, or between the team leaders and the team members, can bring cohesion between the two parties. Considering the importance given to communication by research participants, tasks cannot be executed, or a project cannot be implemented smoothly if there is no communication between the managers and his/her team members.

“I mean it becomes clear and in terms of when you are running a project, it is important that communication is relayed to the beneficiaries in good time”. (5MPORG3).

Research participants highlighted another aspect of communication such as the way it should flow, without ambiguities, to make everyone in the process understand the requirements of a given task. When the communication is clear, and the channel through which it should flow is well defined, it can bring success to the execution of the task.

“Why it worked was, one, because we made sure that we had clear lines of communication ...” (6MPORG3).

This assertion also refers to the fact that the communication must respect a certain flow with which, everybody needs to comply; otherwise, there will be discordance within the organisation.

Respondents also emphasised the fact that communication is a two-way process to have better results/outcomes:

“... communication is two ways; it can be up-down and down-up and for me that also forms part of collective leadership. So, I would say that is present in my current organisation”. (7FAORG3).

Here the respondent is referring to the up-down and down-up characteristics of communication that is part of COLLEAD practice. This means that in COLLEAD, communication is made from the leader to the followers and vice versa, or from the manager to the team members and from team members to the manager. The two-way communication contributes to a conducive working environment. In this type of communication, team members must not be afraid to communicate with the manager.

Furthermore, to maintain cohesiveness within the group, the leader must communicate his/her vision; more importantly, he/she must be well informed to provide accurate information on the vision. Communicating accurately implies seeking for up-to-date information so that the receiver is not misguided.

“There has to be someone who has that vision that he needs to communicate clearly to the people who are following him and to make sure it is actualised so you are very correct” (7FAORG3).

Communication also requires styles and strategies to achieve the objectives assigned to a team or an organisation.

“... there is the communication part which is very important because to get that connection with whatever party you communicate, if your communication styles and strategies won't align and are not effective”. (9MPORG3).

This assertion also means that communication serves to create a link between members of a team, or the departments of an organisation. This link/connection is important for COLLEAD practice to take place.

One of the communication styles indicated by a respondent is to communicate in a positive light to reach the target.

“You always have to communicate the changes in a positive light and show to them what it is that they need and that is there to benefit”. (8MPORG1).

Communicating in a positive light requires some skills that the leader must develop to convince team members that what he/she is proposing can yield successful results. This ability to communicate changes in a positive way is acquired either at school or in a conducive working environment.

A conducive working environment

A conducive working environment is a workplace that is convenient or appropriate to work. The working environment can be conducive from three perspectives. The first is related to culture, the second is structural, and the third refers to infrastructure/facilities/commodities.

A workplace with a culture of accepting innovation by creating new ways of working is conducive because it brings efficiency. Furthermore, a workplace that is well-structured with clearly defined departments, sound communication strategies, rules and procedures, processes, and ways of collaboration is conducive because it is results oriented. A working environment with adequate facilities/infrastructure can be conducive as it will motivate employees to work hard.

One of the respondents referred to the culture of the organisation by saying that:

“... the environment is such that he is nurturing that culture of being creative and innovative in terms of approaches and he is not limiting people to what we conventionally knew about the organisation”. (9MPORG3 from an international organisation).

This assertion demonstrates the importance of a culture of being creative and innovative. Furthermore, it shows that members of the organisation can surpass themselves to attain the objectives set.

Another aspect of organisational culture is what one of the respondents called the culture of acceptance. According to him, a culture of acceptance is key to have a conducive working environment. Creating a culture of acceptance is the act of making people agree,

and approving the beliefs and attitudes about something that people in a particular group or organisation share.

“...so, you need to make sure that everybody is represented, and you need to create a culture of acceptance that everybody has a role in the organisation. And my role as driver or as a manager is equally as important as the role of the boss”.
(5MPORG3).

Creating a culture of acceptance breaks down the barriers between members of a team and an organisation. This culture also renders the working environment conducive; hence it encourages COLLEAD practice.

Concerning the second perspective of a conducive working environment, which is structural, one respondent highlighted that the way his department was organised, before he became a coordinator, was not contributing positively to the working environment.

“... when that changed and before I became a coordinator, we were able to see another leader who brought us together and we were able to work as a team”.
(1MPORG1).

This assertion has also brought light to the impact of the quality of the working relationship of members of a team, or an organisation. Some people define it as the working atmosphere. To qualify the working environment as appropriate, there should be a good working relationship amongst workers. When there is not, the working environment can be unhealthy.

“I mean the environment one is working in the sense that if the environment itself is poisoned, then obviously that will not be a good thing; I mean a good place to work in”. (12MPORG1).

Respondents also highlighted that collaboration between the leader and his/her followers contributes to a conducive working environment. According to them, the security of the leader contributes to the practice of COLLEAD.

“One of the things that can promote this type of management is security of the leader. If the leaders feel they are insecure for whatever reason, then they will not promote this type of leadership, but you would know that you have nothing against them, then they will be okay with you...”. (12MPORG1).

This respondent alluded to the fact that if the leader feels that he/she has the capacity, and he/she does not risk losing their job by applying COLLEAD, he/she will promote this practice.

The third perspective of an enabling working environment is about facilities/ infrastructure/commodities; a workplace that provides a good set-up, tools and equipment, is conducive.

“Moreover, the staff also needs to be motivated with equipment ... you have enabled them with equipment like a laptop, to have Internet where they can be working throughout”. (12MPORG1).

Although not many research participants highlighted this, it is an important factor to consider whilst creating a conducive working environment. It can facilitate the practice of teamwork, thus COLLEAD.

In addition, one of the respondents referred to a new way of seeing the working environment and the people that compose this environment. According to him/her, organisations must consider the way new generations are seeing things: how the young generation wants its working environment to be; how they want to organise their work; how they want to dress, and how they consider leadership. This new way of working the young generation wants to bring in can impact the culture, the values, and the structure of the organisation.

Another perspective this respondent highlighted is about creating a conducive working environment by giving a human dimension to management and leadership. For him/her,

when the manager builds a relationship based on trust and respect between themselves and team members is a factor that facilitates the implementation of COLLEAD practice.

Summary

From the findings of the study, some key elements should exist to make COLLEAD practice effective. One of these is the change of managers' mind-sets, and the second is an enabling working environment. The responses provided by the research participants have highlighted that change of mind-sets must take place and an enabling working environment must exist for leaders to evolve in COLLEAD practice.

It has been noted that, increasingly, this paradigm shift is taking place, but a more conducive working environment can accelerate this process of change. To this extent, respondents have highlighted several factors that can enable the change of mind-sets and hence COLLEAD practice. For instance, communication is the most critical factor that has been mentioned by more than half of the research participants. They have indicated some principles for an efficient communication to take place: the existence of a communication strategy, the flow of information within the communication system, and the format of the communication.

The second key element to have an enabling working environment is to create a conducive working environment through an organisational culture that considers contributions/efforts from every single staff member and exhibits a well-defined structure of the organisation's departments with clear roles assigned to people and adequate infrastructures (modern equipment and other commodities).

The other actions the organisation must take to promote COLLEAD are to organise capacity-building activities for managers and to enact a COLLEAD practice framework.

4.8. Capacity building and enactment of a collective leadership practice framework

4.8.1. Assessing individuals' and the organisation's leadership capabilities

Before organising capacity-building activities, the organisation needs to assess the individuals' and the organisation's leadership capabilities. One of the respondents indicated that assessing individuals' (managers'/leaders' and team members') leadership capabilities constitutes an important step that can help to make a judgement as to whether somebody can fit a leadership position or not. The purpose is not to dismiss those who have a leadership position but possess fewer skills, but rather to find ways to improve those skills for more efficiency. This assessment can be implemented through 360-degree tool, or a survey as proposed by the following respondent.

"I think that some of the actions which have started is to come up with like questionnaires or to come up with a survey to do an assessment"
(11MPORG3).

Assessing individuals' leadership is also a way of reviewing the organisation's leadership capabilities. Therefore, it is important to the organisation to request employees and partners to complete such an assessment. The outcome of the evaluation will allow the organisation to build the capacity of its leaders/managers in leadership practice in general and specifically in COLLEAD.

4.8.2. Capacity building

Nowadays, most of organisations invest in capacity-building to bring new knowledge to employees. This has been highlighted during the interviews.

Research findings

Capacity building contributes to the enhancement of employees' skills and indirectly it contributes to changing managers' mind-sets.

Rationale

The research participants mentioned capacity-building several times as an enabling factor for COLLEAD practice within an organisation. They also indicated the importance of having a guideline that could help to practise COLLEAD. Training is part of the capacity-building activities respondents mentioned. As managers, they feel that it would be beneficial to organise refresher training courses to keep them updated on new developments in their areas of expertise but also in COLLEAD. For example, one of them stated the following:

“Another approach, it can be through sensitisation and refresher training; not only focusing on collective leadership but we include a session like briefing”.
(11MPORG3).

The above-mentioned respondent indicated that there should be actions of sensitisation to improve managers' capacity in using COLLEAD practice at their workplace. Sensitisation can increasingly raise managers' awareness and in the end, it contributes to the changing of their mind-sets.

Another message that the respondent is conveying, is that some managers have not received training in management except in their area of expertise, and they have been promoted to a managerial position. Consequently, it is difficult for them to act as a manager or a leader.

As part of the training activities, respondents also referred to online or residential courses for which the outcome will be a certificate in COLLEAD practice.

“Another approach can be to include it like online training and then offer a certificate ...”. (11MPORG3)

With the evolution of technology, more organisations are now introducing online training for their staff members in replacement of residential training. The online courses are tailored for workers to raise awareness and gain knowledge in areas pertaining to their roles and functions within the organisation.

Respondents also recommended leadership programmes during capacity-building activities the organisation undertakes so that leaders receive guidance on how to build their leadership capacity.

“You have talked about, programmes on emotional intelligence and you have also mentioned that there should be a leadership mentorship programme”. (13MPORG5).

In this assertion, the respondent refers to the concept of emotional intelligence that could be incorporated into leadership programmes. The reason is that leadership is a set of practices, which is also guided by the emotion of the person who practises it. To this extent, emotional intelligence plays a key role in leadership practice. Hence the importance of integrating the management of emotional intelligence into leadership development programmes. Furthermore, it has been noted that leadership development programme’s providers tend to conduct a survey on participants’ emotional intelligence through the 360-degree form before the training takes place to address individuals’ gaps in terms of leadership practice.

As part of staff members’ self-development and learning programmes, it has been noted that in some organisations, staff members are given the responsibility to build capacity on their own. The employees are given access to an online training platform where they can select what they need for their career development.

“... given them the responsibility of looking for courses that can enable them to improve. So, you have ... for example, the individual is not good at presenting, there are courses that can enable them to do that”. (4FPORG2).

Another way of building capacity is to develop a mentorship programme within the organisation. Mentorship is the action from an experienced person who advises and helps somebody with less experience over a period. For example, one of the respondents has highlighted that mentorship programme aimed at improving students’ capacity.

“We also have mentorship programmes whereby we identify the best students, and we absorb them. ..., we train them on how to manage the processes of teaching, processes of examination, processes of even managing the student database”. (1MPORG1).

From the responses of some research participants, organisations are increasingly putting in place a mentorship programme to strengthen staff members’ capacity and they had highlighted its importance in the process of building staff members’ capacity in fulfilling their tasks.

“So, there is a lot that I learnt, and I think of the issue of mentorship is very crucial. In terms of leadership, it is something that you know, even as we practice this type of leadership, which is distributive, we need to make sure that certain intention is very clear. Mentorship is very important”. (6MPORG3).

The second round of interviews also revealed that introducing some changes in the way of working can contribute to promoting COLLEAD practice within the organisation. As such, they propose cross-functional way of working.

4.8.3. Cross-functional working/teams and collective leadership practice

Cross-functional working involves two or more teams that join different functions to deliver a task or a project. According to one of the interviewees, it implies COLLEAD practice because the individuals come together and each of them brings his/her expertise that will contribute to the implementation of a project. It also implies that each team member leads in their area.

“But, as far as the organisation is concerned, the culture that is being pushed through now, it’s more about cross functional work, cross functional teams and that means collective leadership because for every team, you have a leader. ... they should be walking in parallel with their teams”. (9MPORG3).

This new way of working could be supplemented with relevant capacity building activities. As such, respondents proposed specific training such as emotional intelligence programmes.

4.8.4. Emotional intelligence programmes and collective leadership practice

As mentioned in the first interviews, respondents reiterate the necessity to organise training for individuals regarding COLLEAD. For example, one of them indicated specific programmes that the organisation could develop for managers/leaders and team members.

“The organisation should develop programmes on emotional intelligence (including self-awareness, self-regulation, motivation, empathy, and social skill), self-leadership and collective leadership for all staff; and not just for those in managerial positions. Often people are promoted into positions of leadership without any training in leadership and management.”
(15MPORG5).

In addition to developing those programmes, respondents emphasized the organisation of refresher courses to sustain the leadership capabilities of managers within the organisation. It is important to note that the research participants insisted on the need for the organisation to include all staff in this learning programme; managers/leaders as well as employees without a supervisory function so that all could benefit from these leadership courses. Although this may not happen in all cases, it is the responsibility of the manager to ensure that his/her team members are trained, or are aware of, self-leadership programmes.

Another enabling factor is the enactment of a framework for COLLEAD practice that will guide leaders in applying this practice.

4.8.5. Collective leadership practice framework

A framework is a set of beliefs, ideas or rules that is used as the basis for making judgements, or decisions. Some respondents felt that enacting such a framework for

COLLEAD can facilitate its practice. Some called it a reference guide; others considered it as an operational manual for COLLEAD practice.

*“... but now that kind of manual, operational manual on collective leadership with again going into the details so that the managers can refer to it, from time to time”.
(13MPORG5).*

The interview has revealed that such a framework does not exist in their organisation and respondents have expressed their desire to see such a document. According to their responses, it is important to put in place a COLLEAD practice framework so that managers can easily apply this type of leadership.

One of the respondents even suggested a few elements that the framework should incorporate, such as the organisational structure, the leadership, the decision-making process, and a mechanism of monitoring the implementation of the decisions taken.

*“I am hoping that your study can begin to propose some of those particular frameworks that if you want to practice collective leadership, there are some of the basic things that you need to make sure that it exists in the organisation. For example, the organisational structure, the leadership, how do you make sure that decision making processes are not unduly influenced by a particular category of staff or a particular group of staff that there is a very honest and candid feedback from staff in terms of their approach and there has to be a clear framework for making the decision and monitoring the implementation of the decisions”.
(5MPORG3).*

This statement has provided valuable elements that the framework should incorporate.

Summary

From the responses provided by the research participants, it has been noted that capacity building contributes to the enhancement of managers' skills and, indirectly to the change of their mind-sets concerning COLLEAD practice. To this extent, respondents refer to

some capacity building activities such as training, briefing, sensitisation sessions and mentorship programmes. These activities aim to promote COLLEAD practice.

Regarding the format of the trainings, the respondents proposed online or residential. For online courses, nowadays, organisations offer the opportunity for staff members to improve their capacity through a series of general and specific courses accessible through an organisational platform. For instance, the eLearning platform in some international organisations.

The other element is the development of a COLLEAD practice framework that could guide managers/leaders. Respondents have shown their interest in having this framework, which could be part of the solutions to address the issue of lack of COLLEAD practice.

The figure below gives an overview of the findings of the interviews.

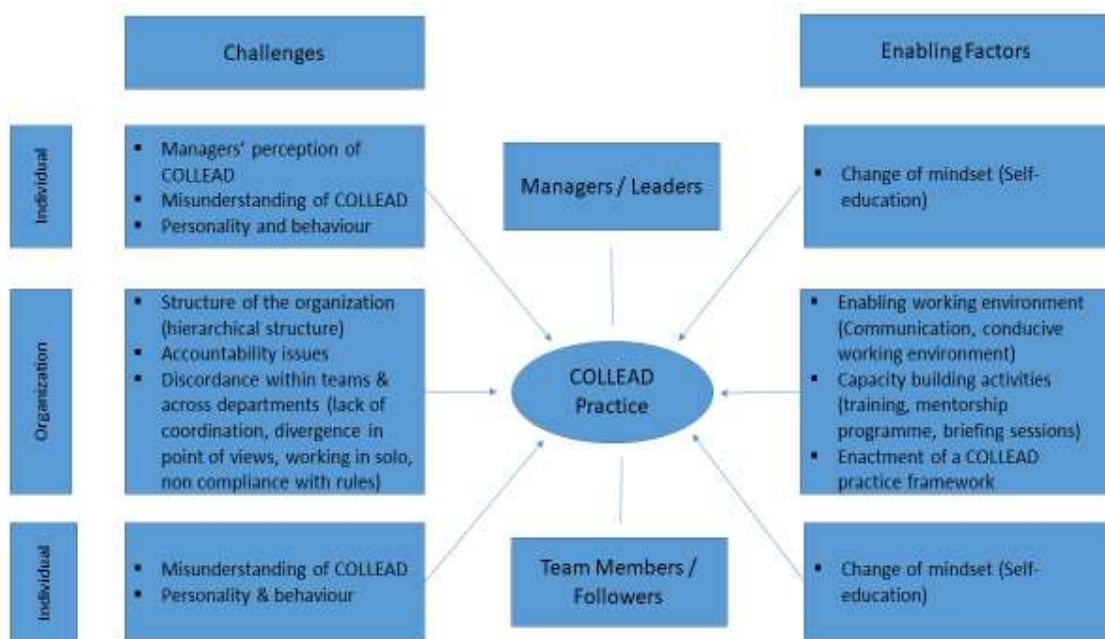


Figure 15: Summary of research findings

4.9. The implications for the organisation in promoting collective leadership

From the data provided during the FG discussion, I examined the themes generated and identified four areas that are important for the organisation to be involved in to promote COLLEAD practice: (1) lack of communication; (2) lack of sustainability; (3) positive change in the working environment; (4) lifting the visibility of the organisation.

4.9.1. Lack of communication

The lack of communication is a crucial issue that the research participants highlighted several times. The FG participants shared their concern on the impact of lack of communication on individuals (managers and team members) and the organisation. The development of a communication strategy that will support the implementation of COLLEAD practice framework within the organisation was felt to be necessary.

The aim of the organisation is to have successful teams through motivated and committed team members. The existence of a sound communication plan and flow within the organisation can have a positive impact on the implementation of the COLLEAD framework. However, in some teams or departments, there is a permanent lack of communication as one of the FG participants highlighted. In this case, the suggestion to the organisation is to invite all team members, including managers, to develop a communication plan that will contribute to the main strategy for the organisation. For this action, the organisation must engage in a capacity building operation through refresher courses for those who already have some knowledge in COLLEAD practice; for those who do not have any notion, a training on the concept to build their skills is needed.

After developing the communication strategy to ensure the smooth implementation of the COLLEAD framework, the organisation must keep record of the best practices that came out of this experience; but in some organisations, there is lack of sustainability of best practices.

4.9.2. Lack of sustainability

The lack of sustainability is an important issue that the FG participants highlighted. To promote and to sustain the practice of COLLEAD, the organisation must be able to put in place a strategy. In addition to the enactment of a COLLEAD practice framework, one of the research participants gave the idea of having a COLLEAD strategy that will address the issue of sustainability of this practice.

The existence of these tools can mitigate the risk of a lack of COLLEAD practice. Managers and team members will always be guided whilst using the COLLEAD practice framework for decision-making, problem solving and implementation of projects in a more structured way.

Besides addressing the issues of lack of communication and sustainability, the organisation must strive to introduce positive changes in the working environment to promote the framework for COLLEAD practice.

4.9.3. Positive change in the working environment

The FG discussion has highlighted that positive change in the working environment can facilitate the COLLEAD practice framework implementation. It is the responsibility of the organisation to ensure this conducive working environment.

The organisation can take several actions to bring positive change in the working environment. This section will highlight few of them: (1) encourage managers' performance to be assessed by team members; (2) promote self-leadership through a reward system for team members who demonstrate good leadership during problem solving or implementation of projects; (3) reward managers and team members' creativity in leadership practice.

4.9.4. Lifting the visibility of the organisation

One of the main objectives of the organisation is to see its visibility lifted by the performance of its members. Managers and team members cannot contribute solely to this objective. The organisation must strive to achieve this, and the suggestions are:

(1) To develop a vision that all organisation's members understand and follow. This is an action the organisation must take and ensure that every member masters it. The rationale behind this suggestion is that in some contexts, employees do not know the vision of their organisation whereas it is like a compass for organisations' members while performing their work.

(2) To create a culture of COLLEAD to make managers and team members agree and approve a COLLEAD practice framework. The beliefs and attitudes of the organisation's members about COLLEAD will make them free to participate and contribute to the development of the organisation. Moreover, this will contribute to lifting the visibility of the organisation.

4.10. Summary of findings

This chapter has presented and interpreted the results of the data analysis according to the emergent themes. Managers' perceptions as well as their understanding of the COLLEAD concept play an important role and have an impact on this practice. Furthermore, the research has revealed that the personality, and the behaviour of individuals involved in this process (leaders and followers), impact upon the practice of COLLEAD within a team or the organisation. The hierarchical structure of the organisation, the mechanistic and hierarchical management style, and the issue of accountability prevent managers and team members from being fully engaged in COLLEAD practice. The discordance that sometimes prevails within the team and across the organisation can be also an obstacle for COLLEAD practice. This chapter also highlights the conditions and enabling factors that promote the practice of COLLEAD, notably the change of mind-set of both managers and team members and a conducive

working environment. Other factors that will contribute to successful COLLEAD practices are capacity building through training and regular briefing sessions for managers. An enactment of a COLLEAD practice framework will greatly contribute to the promotion of this practice at the organisational level.

The findings of the data analysis during the first and second round of interviews have resulted in knowledge that have allowed better understanding of (a) managers' perceptions of COLLEAD practice, (b) how they practice COLLEAD at their workplace, (c) the challenges they face, and (d) actions that can facilitate COLLEAD practice.

The responses from the research participants during the second round of interviews have brought light to some of the underlying causes of the lack of COLLEAD practice in organisations.

5. CHAPTER FIVE: DISCUSSION OF FINDINGS, SOLUTIONS AND ACTION PLAN

5.1. Introduction

The current study inquired into the issue of lack of COLLEAD practice in organisations. The qualitative investigation undertaken has provided data about managers' and team members' lived experience in relation to this leadership practice. Chapter 4 has reported on the findings of the template analysis that took place after the data collection. Further to the template analysis, six themes came out of the combination of eleven categories. In this chapter, I discuss, and reflect on, the fundamental reasons why managers are apprehensive about using COLLEAD, the challenges they face and the enabling factors for promoting this type of leadership.

Section 5.1 is the introduction to the chapter. Section 5.2 discusses the findings from the data analysis. During this discussion, I compare the themes and highlight the reasons why they were selected. Section 5.3 presents the theoretical contribution to COLLEAD practice. Section 5.4 is about my AR cycles in the study. In Section 5.5 I reflect on AR. Section 5.6 gives an account of my reflection on COLLEAD practice. Section 5.7 provides some actionable recommendations as part of the solutions to address the problem. In Section 5.8, I provide the conclusions of the study. Section 5.9 describes my DBA journey and personal reflection. The limitations of the study are explained in Section 5.10, and Section 5.11 put forward the areas for further research.

5.2. Discussion of the findings

The findings of this study are in line with the outcome of the literature review in chapter 2. Furthermore, the key themes found from the thematic analysis of the data address the research questions.

	THEMES	RESEARCH QUESTIONS
1	Leaders'/managers' perceptions of collective leadership practice	Why are leaders and managers apprehensive about using collective leadership?
2	Different personalities and behaviours within the team	
3	Structure of the organisation and the issue of accountability	What are the challenges in applying collective leadership?
4	Discordance within the team and between departments	
5	Change of mind-set and enabling working environment	What can facilitate the practice of collective leadership in modern organisations in Africa?
6	Capacity building and enactment of a collective leadership practice framework	

Table 13: Relationship between themes and research questions

I have opted to discuss the first theme because it is important to know the respondents' thoughts about the concept so that I can understand their apprehension about using COLLEAD. During the interviews, going through the question on the perception of respondents on COLLEAD was a type of assessment that set the grounds of how they perceive, and understand the concept, and how they use it.

5.2.1. Why are leaders/managers apprehensive about using collective leadership?

The research findings reveal several reasons why managers are apprehensive about using COLLEAD. I shall discuss a few of them, notably managers' perceptions of COLLEAD and their misunderstanding of the concept, and team members' personalities and behaviours.

Leaders'/Managers' perceptions of COLLEAD

One of the reasons for their apprehension about applying COLLEAD stems from their perceptions of the concept. I find that the research participants have different perceptions of this type of leadership. Most of them see it as a process and this is consistent with Edwards' (2011) statement about COLLEAD being an informal process of distributing leadership across society. Concerning the other two dimensions, the research participants perceive the role-dimension as the most important, while few of them

highlight the person-dimension. I have noted some respondents consider that the three dimensions must exist for an effective COLLEAD. This is also in line with my own perception; COLLEAD must gather the three dimensions as suggested by Friedrich et al., (2009) in their definition. The uninformed perception of COLLEAD could be the basis of leaders'/managers' apprehension about it.

Misunderstanding of COLLEAD

The second reason that drives the apprehension about COLLEAD is the issue of misunderstanding of the concept. During the interviews, it was noticed that not all respondents were aware of the concept of COLLEAD. Those who had an idea about it compared it to shared leadership (Pearce and Conger, 2003).

One of the research participants mentioned incomplete leadership, which involves a collective process. This process requires that team members lead each other when pursuing a common goal. It implies that leaders/managers must not be concerned to lose their power. According to Ancona et al., (2007), a better way to lead is to accept that one is a human being with strengths and weaknesses. This leads to the third reason why leaders are apprehensive about COLLEAD: the disappearance of the myth of the 'great man' (Raelin, 2018). Also, team members' personalities and behaviours play an important role in COLLEAD.

Team members' personalities and behaviours

The different personalities and behaviours of people involved in a process, in a certain context, constitute a reason that makes leaders/managers apprehensive about using COLLEAD (Schneider and Somers, 2006). Notably, the way some followers function in a particular situation can make leaders/managers apprehensive about the practice of COLLEAD. The research findings highlighted several behaviours, or attitudes, of team members. One is the lack of willingness of some team members to work with others: there are team members who prefer working in silo without consulting or associating with others. Only a few respondents mentioned this, but it can be a real problem within the team. Furthermore, respondents highlighted the lack of initiative, in which case team

members cannot do anything without getting orientation from the supervisor. They also mentioned the issue of team members overshadowing others or the supervisor.

It is important to mention that the issues highlighted here exist whether you use COLLEAD or any other form of leadership. The argument here is that COLLEAD practice is a way of giving responsibility to every team member, whether they prefer to work in silo or are unavailable.

The reason why I have opted to assemble the two themes: (1) leaders'/managers' perceptions of COLLEAD and (2) different personalities and behaviours of followers, is that they all represent major factors that can make leaders/managers apprehensive about the practice of COLLEAD. The linkage between the two is that they both contribute to the successful practice of COLLEAD. Perception is the basis for someone to be positive or negative regarding something. The personality allows someone to also be positive or negative. If the perception and the personality or behaviour of a leader/manager are negative, this will have a negative impact on his/her practice of COLLEAD at the organisational level. In addition, the perception of a concept predicts whether the person involved will apply that concept or not. Perception does not stand-alone; it is built upon the knowledge of something. From my opinion, the degree of knowledge of something defines someone's perception of that thing. Therefore, knowledge and perception are interrelated. Furthermore, the degree to which someone is committed depends on the level of knowledge of a given concept. When someone has little knowledge of something, the person does not engage in that direction.

5.2.2. What are the challenges in applying collective leadership?

The interview question on the challenges a leader/manager can encounter during the practice of COLLEAD has yielded several potential challenges. In this section, the discussion is in two parts: firstly, how the structure of the organisation and the issue of accountability can be a challenge for leaders/managers; secondly, I discuss how discordance within the team and between departments prevents leaders/managers from practising COLLEAD effectively.

Structure of the organisation and accountability

Structure of the organisation

Most organisations operate according to hierarchies. In the traditional hierarchical system of an organisation, management is based on a top-down approach, whereas COLLEAD occurs horizontally, across a group of people who are interconnected (Raelin, 2018). Considering this characteristic of COLLEAD, it is challenging for leaders/managers to consider lateral distribution of instructions in a hierarchical structure. To illustrate this, respondents from public, private, and international organisations, mentioned that the structure of the organisation could obstruct the practice of COLLEAD.

Another challenge related to the organisation is the culture. The organisation's internal culture can command leadership practice (Bennett et al., 2003). For example, the culture of some organisations promotes open discussions between the different levels of the structure. If this does not exist, it is challenging for leaders/managers to practise COLLEAD that requires openness, dialogue, and collaboration.

Accountability

Accountability is part of the individuals' issues that prevent leaders/managers from applying COLLEAD. Some respondents mention it clearly; others refer to it by indicating that leaders/managers are ultimately responsible for the outcome of any actions taken by an individual within the team.

The problem of accountability is crucial in teamwork and even more in COLLEAD practice. Although in COLLEAD, the responsibility for carrying out a project is distributed to all team members based on their expertise, if the responsibility of each member is not well defined and spelled out, managers will not agree to practise COLLEAD. Also, even if there is a coordinator, each member must be responsible for his/her share of work within the group. Yet some members of the team may not perform their work or may take the wrong decision whilst leading a project and the ultimate responsible is the team leader (Iqbal, 2007). Such situations prevent the manager from applying COLLEAD.

Discordance within the team and across departments

Teams and departments are the ground where COLLEAD takes place; if there is discordance within teams and across departments, leaders/managers cannot apply it. During the interview, the respondents mentioned several cases of discordance that could exist within teams/departments. The sections below discuss these discordances.

Discordance within the team

One of the discordances within the team, mentioned by the research participants, was disconnection between the leader/manager and the team members. This disconnection arises from the difference in points of view between the team leader and the team member when they do not see things from the same perspective. In such a situation, it is a challenge for both, because the team will not be able to work collectively. Also, the leader/manager will have difficulties in communicating their orientation and to get the work done. Another discordance within the team happens when a leader/manager looks at their team members as just subordinates.

The literature has shown that trust is a key factor and building a trusting relationship in management is essential (Hosmer, 1995). The research findings have confirmed that the lack of trust can create discordance within the team; when the leader/manager does not trust their team members, he/she is not able to practise COLLEAD. The research participants highlight that when there is overlap in the areas of the work of team members, conflict arises, and it will be challenging for the team leader to apply COLLEAD.

Discordance across departments

The research findings highlighted three elements that caused disagreement or incompatibility across departments. One is about the improper definition of departments' roles within the organisation. The interviews revealed that departments/teams sometimes go beyond what is assigned to them and even decide for others; on the other hand, it happens that there is no reaction from a department because they estimate that it is another department that must act.

Other discordances highlighted by the research participants are: (a) the lack of coordination across departments. This discordance happens when departments work in silo; there is no joint planning nor joint implementation of activities; (b) the non-compliance to the organisation's rules and procedures that creates continuous tension between the departments.

I have selected to discuss these two themes: (1) Structure of the organisation and accountability; (2) Discordance within the team and across departments - because they are key disadvantageous factors that prevent COLLEAD practice. The hierarchical structure of the organisation, the issue of accountability and incompatibility within teams and across departments are interrelated because they are part of a set of conditions that obstruct COLLEAD.

The challenges highlighted above already exist within an organisation and the argument here is that they can prevent leaders/managers from applying COLLEAD. Highlighting them does not mean COLLEAD has failed to address them; even using other forms of leadership, leaders/managers face the same challenges. Knowing them can help leaders/managers to find the best way to apply either COLLEAD or another form of leadership.

Despite the challenges the leaders/managers may face while practising COLLEAD, there are some perspectives for promoting this concept.

5.2.3. What could facilitate the practice of COLLEAD in modern organisations in Africa?

Change of mind-set and enabling working environment

Change of mind-set

With the evolution of the field of organisation management, a change of mind-set must take place to allow leaders/managers to embrace COLLEAD. This paradigm shift must happen in leaders/managers' perceptions of COLLEAD, personality, and behaviour. First,

they must not see leadership as the prerogative of one individual. In addition, they must see their supervisees as leaders, each of them in their respective areas when there is a project to execute or a problem to solve.

Based on the analysis of the research participants' responses, a change of mind-set is a prerequisite to accept that everyone contributes to the global objective from their position within the organisation. Furthermore, the organisation, including leaders/managers and team members, must strive to create an enabling working environment.

Enabling working environment

An enabling working environment comprises several aspects. The current discussion will focus on communication, and on how to create a conducive working environment as enabling factors.

It has been noted that regular communication within the team, and at the department level, contribute to creating a conducive working environment. The research participants have highlighted the criticality of communication in COLLEAD or any type of leadership. They have indicated that communication must be in two ways: top-down and down-up. I would say that top-down is considered as the common one, and down-up communication is rare, but the situation is evolving in modern and learning organisations because in such settings, team members' points of view are valued, and they are considered as contributing to the development of the organisation.

COLLEAD practice has considerable potential to improve communication amongst team members. For instance, it can help in breaking the ice between leaders and followers. It also contributes to reducing disparities in how team members communicate and that can produce a conducive working environment.

Capacity building and enactment of a collective leadership practice framework

Capacity building

There are several capacity-building approaches. The research participants highlighted a few of them, including organising leadership training or briefing for leaders/managers that is usually delivered by consultants.

Capacity building can also have a significant predisposition for leaders/managers to apply COLLEAD. The research findings have shown that capacity-building activities can increase leaders/managers' awareness on COLLEAD practice; yet this action is not sufficient. A process of unlearning traditional leadership must take place at the individuals' level before undertaking capacity-building action.

Learning by doing is a capacity-building approach that can promote COLLEAD at the organisational level. For example, at my practice, it has been a year since I began to distribute the leadership role of chairing the team's monthly coordination meeting. Each month, one of the team members leads the discussions and ensures that the recommendations from the meeting are implemented and he/she reports to the next meeting.

Enactment of a collective leadership practice framework

The research participants mentioned the enactment of a COLLEAD practice framework. They indicated that if COLLEAD is practised in an organisation, there must be a framework to guide leaders/managers. This framework must be a well-informed document that will promote COLLEAD and guide leaders on how to involve all stakeholders in this type of leadership.

I have selected these two themes: (1) Change of mind-set and enabling working environment; (2) Capacity building and enactment of COLLEAD practice framework, because they are interrelated; an enabling working environment combined with an efficient capacity building will contribute to changing leaders'/managers' mind-set.

Summary of discussion

To conclude this discussion on the findings of the research, I would say that the level of understanding builds the perception of a concept. The more people know about a concept, their perception can change. In addition, when understanding improves, apprehension can decrease, and people are inclined to use a practice. Moreover, a change of mind-set must take place and an enabling working environment must exist for leaders to evolve in COLLEAD practice.

The personality of the team leader and that of the team members affect the implementation of COLLEAD practice. Therefore, the leader must be creative, inspiring, and take everyone's idea into account. Team members must also be cooperative and participate in COLLEAD practice.

Furthermore, there should be a good working relationship between the leader/manager and their team; but this can only happen when there is respect and trust. Trust combined with a collectivist approach, through the distribution of leadership roles, can improve COLLEAD practice; it can also yield confidence from the team members.

After discussing the findings of the research, the next step is to propose a path of solutions, which include: (a) some actionable recommendations for the organisation, leaders/managers and team members interested in applying COLLEAD, (b) a tool to facilitate COLLEAD practice. The actionable recommendations are proposed in section 5.7 of this chapter. Regarding the tool, my action plan is to: (1) develop a tool that could guide leaders/managers in their practice of COLLEAD (a framework for COLLEAD practice) based on the findings of the current study; (2) implement COLLEAD at my workplace using the framework and write an account on my experience that will contribute to the refinement of the tool, (3) evaluate the implementation of COLLEAD practice by my research participants and record their observations, (4) refine the framework based on the outcomes of the testing of the tool and share it with some organisations in the African context for experiment, (5) assess the implementation of the framework by those organisations and write a report of their experience; (6) refine the framework for

COLLEAD practice based on their remarks and share it with organisations who are interested for enactment. Action 1, 2 and 3 are part of the study and action 4, 5 and 6 are not covered here.

5.3. Theoretical contribution to collective leadership practice

This section elaborates on one of the important steps in my AR (Dick et al., 2009). Therefore, the theory must be developed from the conceptualisation of a particular experience to be meaningful to others (Eden and Huxham, 1996). To this end, the objective of theory development in this study is to address questions that concern many practitioners in the African context.

5.3.1. Type of theory drawn out from my action research

According to Dick et al., (2009), there are different types of theory. (1) Content theory that is more related to the understanding that the research participants have about their situation. (2) Methodological theory, which is about processes for drawing out and testing content theory. (3) Phenomenological theory, where people work from and with concepts they know about.

Based on these differentiations of theory that can be developed from an AR, I would say, content theory is the one related to the current study because it is from the understanding that my research participants have about COLLEAD practice and from my own understanding of the issue. Yet, one must consider that the type of theory development depends on the type of research that is undertaken. According to Dick et al., (2009) AR usually generates emergent theory whereby the theory is developed from a combination of what has emerged from the data, and what exists in the body of theory.

Considering the pragmatic approach in this study, the emergent theory is generated from the combination of what has emerged from the literature review, the data analysis and from my observations and knowledge. In addition, considering the practicality of AR, the theory I would like to propose is conceptual. It is also descriptive because it gives more

details on how managers/leaders could practise and monitor COLLEAD. In addition, the proposed COLLEAD practice framework and process model aim at helping practitioners as well as academics in the field of COLLEAD. The theory developed in this study will be the lens through which researchers will explore more on COLLEAD practice.

It is also important to understand the difference between conceptual and theoretical frameworks. Therefore, in this study, I am proposing a conceptual framework called 'COLLEAD practice framework'. Teams and organisations will explore it when they want to achieve efficiency, effectiveness, and sustainability. A COLLEAD process is also suggested to facilitate the implementation of the framework. The next section is about the steps I took to develop the theory.

5.3.2. Process followed for the theory development

During this study, the research participants provided a variety of information on the lack of COLLEAD practice in modern organisations within the African context. In addition, my reflections and observations have contributed to bring more insights on the topic. All these insights have prepared the ground for theory development. To this end, I followed the approach proposed by Huxham (2003):

Step 1: I reviewed the data collected and identified items that were relevant to the practice of COLLEAD. This data constituted the themes developed during the analysis undertaken and which are related to the research questions: Why are leaders/managers apprehensive about using COLLEAD? What are the challenges they face? What can facilitate the practice of COLLEAD in modern organisations in Africa?

Step 2: I engaged in a reflection and made decisions on which data to consider. In this reflection, I reviewed the wording of some of the themes and clearly defined the relationship between the different themes. I also included some key information from the literature review relevant to COLLEAD practice. Since the data was stored in NVivo 12 and in my research handbooks, I used these two sources of information to draw a table where I mapped the themes to the research questions.

Step 3: I analysed the information in the table and clustered them in terms: (a) inputs/processes; (b) outputs; (c) outcomes, and (d) impact. The four clusters are supported by some principles that are described and explained. It is important to note that the information related to each cluster is in line with the responses provided by the research participants and with my observations. How are these four elements interrelated?

The first element, 'inputs' is process-related and therefore practical. The literature review has highlighted that process is one of the dimensions of COLLEAD. The second element, 'outputs' is the conditions created by the implementation of the processes in the 'inputs'. The 'outcomes' are the results of the implementation of the above-mentioned conditions. Finally, the 'impact' is the objective of the framework. The impact of implementing all the elements of the framework is to reach an effective use of COLLEAD and organisational sustainability.

Step 4: I reviewed the knowledge from the literature review, particularly the content of the 'conceptual framework to facilitate COLLEAD practice' developed in chapter 2 and added elements such as 'affective processes' and 'communication'. The elements related to the 'outputs' and 'outcomes' are from the data collected during the interviews.

Step 5: I built the clusters into a coherent framework indicating the 'inputs/processes' at the bottom of the framework. Going upward, I inserted the 'outputs', followed by the 'outcomes' and the fourth element at the top of the framework is the 'impact' that represents the main objective of this study.

To give sense to the content of the COLLEAD practice framework and to make it understandable, I provided a detailed explanation in Appendix H on: (a) the scope of the framework including the objectives; (b) the principles of COLLEAD practice: (c) the roles and responsibilities of the organisation, leaders/managers, and team members in this

process, and (d) the management of COLLEAD activities to guarantee a smooth implementation of the framework.

5.3.3. Collective leadership practice framework drawn out of this study

The objective of proposing the framework is to facilitate the practice of COLLEAD within teams and organisations in modern organisations within the African context. The suggested framework is based on the following elements: (1) the conceptual framework developed after the literature review in chapter 2 of this paper and (2) the themes developed during the data analysis after the two rounds of interviews and FG discussions (See Appendix G).

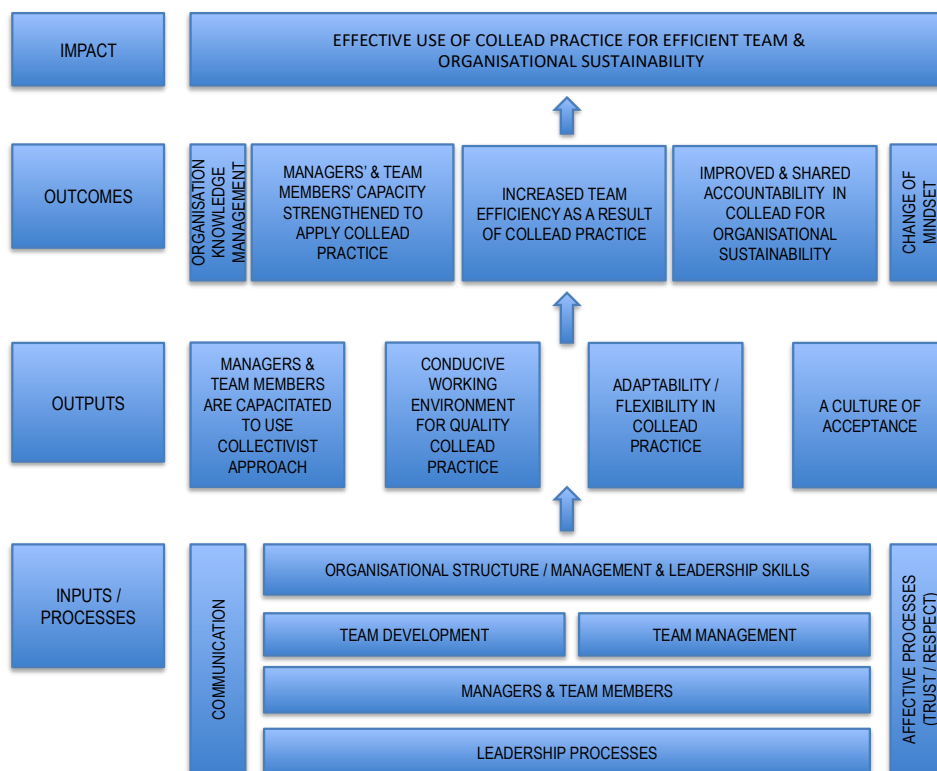


Figure 16: Framework for COLLEAD practice

The framework contains the fundamentals that teams/organisations need to establish for COLLEAD practice. It will help leaders/managers and team members in playing their

leadership role and enhancing the team's efficiency and the sustainability of the organisation. The details concerning: (1) the scope; (2) the principles of COLLEAD practice; (3) the roles of the organisation, managers, and team members, and (4) COLLEAD practice management activities (monitoring, assessment and reporting /rewarding) are presented in Appendix H.

It is to note that all the basics of the framework may not exist in organisations. Therefore, a process model is proposed in section 5.3.4 to guide teams/departments whilst solving problems, making decisions, or implementing a project.

Limitation of the COLLEAD Practice Framework

This framework is developed to attain the team/organisation goals through COLLEAD practice. However, it does not give the assurance that it will be enacted by all organisations, or all leaders/managers will implement it in a systematic way. Some factors, such as the socio-cultural beliefs could be an obstacle to the proper implementation of this framework. The hierarchical structure, or the culture, of some organisations could also negatively influence its implementation. With these limitations, it is important for organisations to adapt the content of this framework to their context to make good use of it.

The proposed COLLEAD framework is practice-oriented (Huxham, 2003); therefore, the study is suggesting the following 11-step process model to facilitate the implementation of the framework.

5.3.4. Collective leadership practice 11-step process model

As underlined in the literature review in chapter 2 of this paper, the process dimension of COLLEAD practice is an element which leaders/managers can rely on, in different situations such as decision-making, problem solving, project management, developmental and mentoring activities as highlighted by research participants during the interviews (see Codebook in Appendix F). It is important to highlight that the use of the framework and the process model is not for all situations. Its utilisation will depend on the situation at hand.

The interviews also revealed most of the following steps in the proposed COLLEAD process model:



Figure 17: COLLEAD practice 11-steps process model

1. *Form the team*: the team leader forms the team that oversees and execute specific planned tasks.
2. *Identify the activities that are required*: identifying the activities required enables team members to focus on the impact. This is the responsibility of the team lead.
3. *Assess team members' expertise and leadership skills*: this action informs whether the team possesses the required expertise to execute the work. The team lead is responsible for this step.
4. *Map the expertise available with the work requirement*: this action contributes to assigning the right person to the activities identified and to assign roles to the correct staff member.

5. *Develop the vision of the team:* the vision guides team members, including the team leader, during the period of execution of the work.
6. *Identify the opportunities of using COLLEAD practice:* it is also crucial to identify the learning opportunities the execution of the project brings with the use of COLLEAD practice. This action must be a collective one to bring ownership.
7. *Communicate workplan to team members:* this is an important step the team leader must take to have informed team members. When team members are informed, they are motivated, and the work can be implemented smoothly.
8. *Grant power to the team members:* the team leader must grant power to his/her team members after clearly defining their Terms of Reference (TOR) and roles. This empowers team members and facilitates the work execution.
9. *Establish monitoring and evaluation (M&E) committee:* the team leader and team members must set up the M&E committee. This committee ensures the work is being executed according to the plan. The committee is also responsible for producing a report that guides the project team to take corrective measures in case of low performance.
10. *Conduct coordination meetings:* the aim of these meetings is to update all team members on the progress of the work. This forum allows the sharing of experiences amongst team members. Coordination meetings result in having informed team members and a better contribution to the work.
11. *Report on the implementation of the activities:* this is the responsibility of all team members. Each of them reports on his/her activities. Furthermore, team members report on how they have applied COLLEAD practice.

The table below highlights the steps, the persons responsible, the tool required and the outcomes of each step of the COLLEAD process.

	Steps	Person responsible	Tool	Outcome
1	Form the team	Team leader	Activity concept note	Activity planning team
2	Identify the tasks that are required	Activity planning team	Activity concept note	Project plan of actions
3	Assess team members' expertise and leadership skills with regards to the given activity	Activity planning team	Team members' job description and activity concept note	Team members' expertise assessment report
4	Map the expertise available with the work/project/task requirement	Activity planning team	Team members' expertise assessment report and the list of project tasks	Tasks assignment
5	Develop the vision of the team	Team leader	The activity concept notes and the plan of action	Vision of the team document
6	Identify the opportunities of using collective leadership practice	All team members including the team leader	Brainstorming session	Learning opportunity assessment report
7	Communicate workplan, activity concept notes, and the team vision to the team members	Team leader	Meeting with all team members	Informed team members
8	Grant power to the team members who will work on the project	Team leader	Project tasks assignment	Empowered team members with clear TOR and role definition
9	Establish monitoring and evaluation (M&E) committee	Activity planning team and team leader	Activity plan of action	Monitoring & evaluation committee
10	Conduct coordination meetings to evaluate the progress of the work	All team members (team leader + planning team + M & E committee + other staff members)	Meetings	Monitoring & evaluation report
11	Report on the activity implementation which will include evaluation of the COLLEAD practice.	All team members (Team leader + Planning team + M&E Committee + other staff members)	Meetings	Activity implementation report

Table 14: COLLEAD practice 11-steps process model: steps and responsible persons

As mentioned before, COLLEAD practice is a participatory process, which involves all team members including the team leader who is considered as the facilitator. It is important that the team leader clearly communicates the vision to team members. Furthermore, roles and tasks are distributed amongst team members. During the COLLEAD process, interactions amongst team members take place. It must be a

dialogue where the team is considered as the learning set and members express convergent and divergent ideas.

As part of my action plan, I implemented COLLEAD at my workplace using the COLLEAD practice process model.

5.4. My action research cycles

5.4.1. CYCLE 1: Implementation of collective leadership at my workplace

As mentioned above, cycle one of my AR is about applying COLLEAD at my workplace. In this cycle, I write an account on how I have applied COLLEAD practice.

When I joined my current duty station, one of the projects I had to execute was the review of the office Standards Operating Procedures (SOP) Document. This review was necessary for the following reasons.

- (1) The change in some global procedures that required country offices to review their field operations procedures accordingly.
- (2) The set-up of some measures to increase the level of compliance to the operating procedures. Previously, the Operations Officer and the Head of the Office undertook the review of the SOPs document; however, when I wanted to perform this work, with the Operations Team. The review activity followed the steps of diagnosis of the issue, planning the action, taking action, and evaluating the action.

During this process, I applied elements of the conceptual framework for COLLEAD practice mentioned at the end of Chapter 2: (i) enabling working environment, (ii) effective leadership process, (iii) leadership skills, (iv) affective process, and (v) communication.

Before performing the diagnosis step, I first had a meeting with the team members where I explained the objective of the review of the SOPs. The objective was to increase the team's efficiency in resource management; therefore, it was important to review the document. I also informed the team that it was a participatory process where there must be collaboration and partnership: all business areas' responsible officers would take part in the review. Furthermore, they were informed on the collectivist approach to use during the process. At that stage, the team collectively designated one team member whose responsibility was to coordinate the review work. She was selected based on her knowledge of project management.

This action showed the set-up of an enabling working environment where the review team was confirmed, and roles of team members were well defined. Moreover, as team leader, I used my leadership skills by affiliating my team members, setting directions, and providing orientations as described in the framework for COLLEAD practice.

Diagnosis

For the diagnosis step, I organised a meeting with the team to discuss the changes that had taken place at the global level in the organisation, the issues encountered in the application of the SOPs in our office, the impact of the non-compliance with the SOPs on the office's operations, and the plan of action to review the document. Discussions were led by the coordinator of the team, designated for the review task.

During the meeting, each team member was given the opportunity to express his/her views. The team members highlighted and agreed on the importance of reviewing the SOPs. They defined actions points related to how to deliver the task.

During the diagnosis step, the team also used elements of the framework for COLLEAD practice (Section 2.4) presented in chapter 2. The team went through an affective process; more specifically, there was an environment of trust and respect that allowed all team members to contribute to the discussion with no fear.

Planning the action

This was done jointly with all team members. It was agreed that each sub-unit (Budget and Finance; Human Resources; Procurement; Information, Computer, and Information Technology; Logistics; Travel; Events Management) review the section they were responsible for.

The team agreed on the actions and a timeline for the review work. They also set up a deadline to finalise the work. It was agreed that each business area brought some recommendations to facilitate the implementation of the SOPs.

During the planning of the actions to take, the group agreed to apply a collectivist approach under the leadership of the project coordinator. It was recommended that regular interactions took place amongst the different sub-units and between sub-units and the project coordinator. More importantly, they referred to the communication element of the framework for COLLEAD practice (Section 2.4). They agreed on a communication plan, which included an information flow to comply with during the review task.

Taking action

Each business area's responsible person worked on the SOPs under his/her responsibility. The coordinator for the activity was also having regular meetings with the different sub-units to discuss the progress in the review work, to provide guidance regarding the amendments to bring to the document and to make recommendations. When all groups finished the review of their sections, a peer review session took place to revisit the document. The assistant to the Operations Officer was requested to consolidate the contributions from the different units after the peer review. Then, the draft document was shared with the Head of the Office for his comments and endorsement. After finalization of the document, the coordinator of the activity disseminated it to the entire staff for implementation. Furthermore, the Operations Team offered support to all staff for the implementation of the SOPs.

During this step, staff members worked collectively using the communication plan they agreed upon during the planning step. They were also using their network within the organisation to bring in more insights; they were exchanging with their peers in other Country Offices.

Evaluation action

During this step, the team evaluated the implementation of the document review activity, particularly the approach adopted for the review of the SOPs. There was a post-project meeting where all team members participated. The discussion was on what had worked well, but also on what aspect of the collectivist approach we used needed improvement.

In terms of what worked, all team members were unanimous to the fact that the exercise had given them the opportunity to review and adjust their knowledge of the SOPs in their business area. This exercise had made them realise their level of responsibility to improve compliance with the operating procedures. Furthermore, they felt they were part of a team. For the aspect of the collectivist approach to improve, they indicated that the coordinator needed to monitor the work of the sub-groups closely to avoid delays in the submissions of the contributions to the document.

As team leader, I observed some changes in the functioning of the operations in the office. Since there was clarity in the SOPs, Programme Officers better understood processes in the different areas of the operations support. The quality of their requests improved because they could find in the document (SOPs) useful guidance on how to formulate and present the activities they intended to implement. Furthermore, the Operations Team was able to initiate and finalise more transactions in a short period because the requests presented were in line with the requirements for programme activity implementation. This allowed the Operations Team to achieve their Key Performance Indicators (KPI). Moreover, there was a change in the behaviour of the team members. They felt more confident to work collectively.

It was a learning experience: team members could learn from each other, particularly during the peer review. They mastered the processes more in their different areas. Also, they could learn from their counterparts in other Country Offices because of the exchange they had during the review of the document. They were more concerned about the common goal and therefore they were eager to suggest solutions for operations issues beyond their business area. Most of them were ready to be considered for other projects. As a disadvantage, I observed that not all team members were committed in the review task to the same degree. Even though the designation of the activity coordinator was a collective action, later two team members did not show enthusiasm during the process. Those two team members felt that it was unfair to designate one of them to coordinate the project because they were at the same level in the structure of the team. The coordinator of the review project also highlighted that she had some challenges in her coordination role because the two team members were not cooperative.

Enriched by this experience and based on the advantages and disadvantages of COLLEAD that I learned from the literature, I discussed the findings with some managers within and outside my organisation. During these discussions, I observed that some were happy to use COLLEAD and others were reluctant to the idea of applying it within their team. More importantly, since some of the research participants indicated that they have already used COLLEAD practice, I decided to assess how they implemented this type of leadership and write an account of their experience.

5.4.2. CYCLE 2: Assessment of research participant's experience in COLLEAD practice

Cycle 2 of my IAR examines how my research participants implemented COLLEAD practice at their workplace. The assessment was done through specific questions to my research participants during a FG discussion.

What was the reaction of your team members?

Team members have different feelings when a new process is introduced at the organisational level. The discussions with the research participants revealed that there

were some positive and negative reactions regarding the proposed framework for COLLEAD practice and the related process model.

Team members' positive reactions

During the discussions, some research participants mentioned that there were positive reactions from their team members, during the implementation of COLLEAD, due to its participatory nature and because of the learning opportunities it offers. They highlighted the following reactions from team members:

(a) Good leadership demonstrated

The participants provided the example of some of their team members who accepted and played the leadership role they had given them.

The team members demonstrated good leadership because of the quality of the leadership provided by the manager. In addition, the team members believed in their leadership capabilities. They did not fear the risk of failing.

(b) Self-confidence

The discussions revealed that during the COLLEAD practice, some team members believed in their own ability to lead or contribute to the work of the team and be successful. They were not reluctant to make suggestions. The positive attitude was the result of trust between the leader and his/her team. Team members had a sentiment of freedom to think differently than the manager.

During the FG discussions, the participants also highlighted some negative reactions when team members were given the opportunity to lead.

Team members' negative reactions

The COLLEAD practice can bring negative reactions from team members because of an unfavorable working environment created by either leaders/managers or team members

themselves. The FG revealed that some team members could be suspicious when the leader/manager showed willingness to address problems through COLLEAD practice. They could be not comfortable in a leadership role.

In some instances, they may not have enough insights on the subject and therefore this can create fear to engage in the COLLEAD practice. They may feel uncomfortable to take up a leadership role because of the leader's/manager's behaviour. If the leader/manager trusts them, they can easily be committed to take the leadership role; if not, they will fear to engage in the COLLEAD practice.

What were the challenges in applying COLLEAD process?

Like in any other practice, managers/leaders can face challenges in the COLLEAD practice. During the discussions, the research participants mentioned some challenges that were underlined in the literature review. For instance, (1) the lack of communication seems to be crucial because it was also mentioned during the interviews, and (2) the lack of sustainability of successful changes.

Lack of communication

The research participants highlighted the lack of communication as one of the major challenges in COLLEAD practice. They referred to a permanent communication breakdown that prevented interactions between the leader/manager and their team members and amongst team members themselves. This issue is critical, and it is not only in COLLEAD practice. The lack of communication from the management to the team members, and vice-versa, can result in a failure in the implementation of any process or framework. Therefore, having a sound communication strategy within the team/organisation can increase productivity. This communication strategy can support the implementation of the framework for COLLEAD practice and the related process.

Lack of sustainability of a successful change

The issue of lack of sustainability is sometimes overlooked by organisations because their focus is on sustainability of results. There are few records on successful changes or best practices such as COLLEAD practice. The participants highlighted that a leader/manager may come in and apply COLLEAD practice within their team and when they leave, the good working habits do not last. The successor who comes does not apply the same practice. The respondents also referred to the fact that some of the practices like COLLEAD are not structured. By structured, they are alluding to the fact that there are no SOPs or framework to guide managers/leaders in applying such practice. In addition, having a leadership practice that is structured can force leaders/managers to lead their team in the same way to conduct successful changes. This means it is important for the organisation to document or structure a practice like COLLEAD to ensure continuity in team management.

What improvements/changes has collective leadership brought to your team/organisation?

As highlighted in the literature review, COLLEAD practice can bring some improvements or positive changes to a team/organisation. During the discussions, the research participants mentioned some key improvements/changes that relate to the working environment, team development and the visibility of the organisation.

Positive changes in the working environment

According to the research participants, the COLLEAD practice brought some changes in the team, such as enhanced team spirit, changes in the working environment (people were encouraged and motivated), self-initiative and ideas for improving the performance of the programme.

The fact that team members are encouraged can positively change the working environment. They expressed themselves freely. When employees evolve in such an

environment, they have self-confidence that makes them take initiatives. They can bring new ideas and new ways of working that contribute to improve the performance of the team.

Team performance improved

Team performance improvement is one of the changes that COLLEAD practice can bring. It largely contributes to the organisation's performance.

The research participants highlighted some key elements that contribute to improving team performance, including the collectivist approach of working that creates a certain ownership from team members. When team members feel that they belong to a team and they can contribute to the work of the team, regardless of their background, that can give them a strong morale and they are ready to defend the team/organisation at all costs. This feeling makes them part of the life of the organisation and therefore they are responsible for the failure and the success of the organisation.

The improved team performance contributes to lifting the visibility of the organisation.

Lifting the visibility of the organisation

Using COLLEAD practice within the team may not be seen as having a direct impact on the organisation. However, according to the research participants, COLLEAD can change the image of the organisation in the global market. The FG revealed that COLLEAD practice can contribute to the visibility of the organisation. For example, the contribution of the team members to the knowledge produced by the organisation is part of the successful factors, which contribute to the lifting of the organisation's image. This also shows the bottom-up process that has a positive impact on the organisational performance: (1) the work/performance of the team members contributes to the one at the upper level, which is the team; (2) the work/performance of the team contributes to the one of the upper levels, which is the department/cluster; (3) the work/performance of

the department/cluster contributes to the work/performance of the organisation. This also means that COLLEAD can be practised at each level to lift the visibility of the organisation.

In summary, this assessment has underlined the benefits for the leaders/managers, team members, and team/organisation. It has highlighted the importance of the leaders'/managers' and team members' roles in COLLEAD practice. This evaluation has also contributed to confirm that COLLEAD practice is an emergent leadership practice that produces sustainable results.

The outcomes of the assessment constitute the basis of a reflection on my AR to propose some actionable recommendations for the leaders/managers, team members, and teams/organisations. These outcomes will also be used to refine the framework for COLLEAD practice.

5.5. Reflections on action research

5.5.1. Reflections on action research

AR is an emergent process that comes from a sequence of events (Coughlan and Coughlan, 2002). As mentioned in chapter 3 of this paper, my AR is a contextual action research; it has happened in an organisational context. It was a collaborative process where I was engaging with my research participants who included managers from public, private, international, and independent organisations to address the issue of a lack of COLLEAD practice.

This section reflects on the cycles of my AR. It highlights the processes followed, my interactions with my research participants during the cycles and more importantly, it reflects on the actions taken.

Cycle 1 of my action research

Cycle 1 of my AR was about implementing COLLEAD at my workplace. During this phase, I followed the four steps of an AR cycle: (1) diagnosis, (2) planning action, (3) taking action, (4) evaluation of the action taken.

The 'diagnosis' step started with informal discussions with co-workers who were, mostly, leaders/managers, involved in leadership practice. The discussions moved from general leadership to COLLEAD. Then, I noticed some of them were enthusiastic when debating on COLLEAD and others were not interested in the topic. Both reactions triggered my engagement to pursue the study because I wanted to discover: (1) how team members accept COLLEAD practice, and (2) how it should be applied to increase adherence to this leadership practice. The diagnosis step is important because it can make the researcher decide whether he/she should engage in the research. Another action that contributes to the diagnosis is the researcher's reflection on the informal contacts.

The 'planning action' step of cycle 1 of my AR was a participatory process that required inputs from all the team members. To this extent, I included my team members in all actions taken during the planning stage. I noticed the importance of this step when applying COLLEAD within my team. They were all interested in being part of the experience. This means, the 'planning action' step determines the way the 'taking action' occurs. When the 'planning action' step happens smoothly, so does the 'taking action'.

'Taking action' during cycle 1 was about applying the COLLEAD process to an in-house project. It was also a participatory process as required by COLLEAD practice. All team members were involved in the implementation of the project. It is important to mention that the use of elements of the proposed framework for COLLEAD practice was a rich experience. It allowed me to identify some of the challenges leaders/managers can face whilst applying COLLEAD, and the benefits for both individuals and the organisation.

The 'evaluation action' was about the lessons learned from my experience of applying COLLEAD. The outcome of this testing allowed me more insights on the issue. Moreover,

it motivated me to engage in this project. It also helped me during the discussion with other leaders/managers and during my interactions with the research participants.

The outcome of the actions undertaken during cycle 1 of my AR constituted the basis for the actions in Cycle 2.

Cycle 2 of my action research

This cycle of my AR is about assessing my research participants' experience in COLLEAD practice. The aim of doing this assessment was to be able to provide actionable recommendations based on lived experiences.

This cycle was undertaken following the same procedure: (1) diagnosis, (2) planning action, (3) taking action, and (4) evaluation of the action taken.

Diagnosis: this step was undertaken with my research participants. I discussed with them regarding the evaluation exercise to know whether they would be interested to participate. They expressed their interest. This allowed me to move to the next step, which is planning the action.

Planning the action: I sought my research participants' consent in writing, and they agreed. A week before we had the evaluation session, they received the summary of the preliminary findings of my data analysis and the FG questions for their information. Then, I organised the meeting that took place virtually.

Taking action: during this step, participants responded to specific questions that contributed to actionable recommendations for organisations, leaders/managers, and employees without leadership roles.

Evaluation of the action taken: this step is about summarizing and evaluating the responses from my research participants. Although my scope is the African context, I

suggest that what I have produced, be the ground for other researchers to propose some improvement and new frameworks for the promotion of COLLEAD practice.

5.6. Reflections on collective leadership practice

The reflections focus on: (1) the three dimensions of COLLEAD highlighted during the literature review (role, person, process), and (2) how COLLEAD could be practised to achieve the organisation's goals.

5.6.1. Collective leadership dimensions

It is important to understand the three dimensions of COLLEAD to be able to practice it smoothly. In the sections below, I will reflect on those three dimensions.

Collective leadership as a role

The findings of the interviews and the FG highlighted that for leaders/managers, the role dimension is prominent in the practice of leadership. This means that leaders/managers take their leadership role as the most important, and therefore, only one person can play this role. This perception of leadership is reminiscent of conventional leadership where one person, for instance the leader/manager, can execute several roles. Nevertheless, in some organisations, leaders are promoting joint planning and joint implementation to pull resources together. This implies working collectively with members in teams/departments requested to perform different roles besides the official one. For example, they can execute a leadership role, coordination role and administrative support role, but not all roles at the same time. More importantly, they can carry out these roles based on their function and expertise.

The experience has shown that when a person performs more than one role, it is sometimes a sign of a lack of delegation that can result in autocracy whereby others cannot bring their contribution. I argue that only considering COLLEAD as a role does not correspond to the essence of this practice. Managers must see it from different

perspectives to give a sense to it. In addition to the role dimension, they must consider it as a person and as a process.

Collective leadership as a person

Some leaders/managers only consider the person dimension of this practice. For them, COLLEAD is about a person. Considering the characteristics of this practice, COLLEAD implies working collectively. This collectivist approach in leadership means not only one person performs the leadership role.

The findings of the study have enlightened my understanding of leaders/managers' perceptions regarding the person dimension of COLLEAD. Although my research participants explained the collectivist way of working, there are some who still give more importance to the person aspect of leadership. This perception is suggestive of the conventional leadership whereby only one person is given the leadership role. I argue that giving a leadership role to any person within the team/department, apart from the team leader/head of the department, in a clearly defined process, can lead to efficiency.

In a competitive environment, teams/organisations must be agile and move away from the idea that leadership is the attribute of one person. By experience, it is proven that when there is variety of persons with different expertise, capacities, skills, and experiences, sharing leadership roles among team/organisation members can lead to sustainable results. Working in such an environment, leaders/managers must be able to associate the three dimensions of COLLEAD (role, person, and process).

Collective leadership as a process

A process is meant to facilitate an action; therefore, to be productive and efficient, there must be processes in place.

It is encouraging to note that the research participants agree to have a process in place to guide leaders/managers in their practice of COLLEAD. Furthermore, it must be noted that tasks like project implementation, decision-making, problem-solving, delegation of

authority and any others that require COLLEAD practice must follow a process to generate relevant outcomes.

Although I am more inclined to consider COLLEAD under the process angle, I acknowledge that a process without role setting and persons assigned to implement it, might lead to inefficiency. COLLEAD practice needs the three dimensions: role, person, and process. One dimension cannot be successful without the other, which means that even if the process dimension makes things happen, there is an absolute need for coordination, and this cannot happen without a person performing the coordination role.

5.6.2. Collective leadership practice

The literature review underlined several features of COLLEAD. The interviews and FG discussions also highlighted some important ones. In this section, I reflect on: (1) the main conditions for COLLEAD to happen; (2) some enabling factors, and more importantly; (3) key characteristics of COLLEAD practice such as the horizontal way instructions are distributed, team members leading each other, and the acceptance of shared accountability.

Main conditions for collective leadership practice

Several circumstances or situations must exist for leaders/managers to practise COLLEAD. One of them is the deep knowledge of the concept. The findings from the data analysis have shown that the fundamentals of COLLEAD are not sufficiently known. This situation can have an impact on the way leaders/managers practise it. Therefore, it is crucial that they know and understand the concept of COLLEAD, but this mainly depends on the leader/manager and the organisation. More importantly it depends on the leaders/managers because even if the organisation is not offering such an opportunity, they can learn by themselves how to practise COLLEAD.

Another main condition that must exist to practice COLLEAD is leadership skills. By experience, people with management education can easily carry out a leadership role, whereas it can be challenging for those who have another specialised academic

background. There is a phenomenon happening in some specialised organisations whereby people are expected to be manager without having the educational background of management. For example, in some specialised organisations where 80% of senior officers are engineers or medical doctors, management can be a difficult task for them because they are primarily technicians in their area of specialisation and not trained to be managers. This can have an impact not only on their management practice but also on COLLEAD practice. Nevertheless, organisations are engaged in establishing mentorship programmes and organising leadership training for their senior staff to build their capacity in leadership practice.

Besides the educational background and the knowledge of the concept, there must be some other conditions already in place such as respect, trust, and integrity. By experience, these affective processes are sometimes difficult to find in some organisations, but it is important that managers are aware that, without these elements, it is difficult to lead a team. Furthermore, it must not be one-way; there must be respect, trust and integrity between the leader/manager and the team member.

In addition to the conditions or situations that must exist, there are factors that make it possible for leaders/managers to practise COLLEAD.

Enabling factors

There must be enabling factors to facilitate the practice of COLLEAD. The findings from the literature review and the interviews revealed several, but I reflect on some of them here.

Communication is one of the enabling factors for COLLEAD to happen. This is a key factor in which organisations invest lot of financial and human resources. I would say that nowadays, communication has become indispensable to achieve the organisation's objectives. However, it has been observed that in some organisations, internal communication is not so well promoted, and this has a negative impact on COLLEAD practice. Communication, particularly within the organisation, is a process whereby

managers and team members express ideas and feelings. It can also be an activity of giving information to each other on the work or the organisation. This is a vital part of COLLEAD practice that needs attention.

Creating a culture of COLLEAD can be a factor that can promote this practice. Although it is the responsibility of the organisation, managers must change their perceptions because in many cases their perceptions of COLLEAD are different from the characteristics of that practice. Although they had indicated during the interviews that most times, they preferred a collectivist approach or teamwork whilst making a decision, managing a project or solving a problem, they did not mention some key characteristics of COLLEAD practice such as: (1) the horizontal way of distributing instructions; (2) allowing team members to lead each other in their respective areas of intervention; (3) acceptance of shared accountability that I will reflect on in the section below.

Key characteristics of collective leadership practice

In COLLEAD, instructions are distributed horizontally/laterally. In organisations with a hierarchical system, instructions are given vertically which is contrary to COLLEAD practice. Hierarchical systems may slow down the practice of COLLEAD, but it cannot stop managers applying it. Managers can apply COLLEAD in such a setting easily, particularly whether there is delegation of authority or not. They must be able to practise COLLEAD in any type of structure, whether it is horizontal or hierarchical. The most important is to have the required skills and the capacity to practise.

Considering COLLEAD practice, the fact of leading each other within the team is one of the most important criteria that leaders/managers must apply to have effective participation from team members. However, in some collectivist approaches of working, team members are not given the possibility to perform a leadership role in their area. Sometimes a leader/manager can stop team members in their action by dictating what to do even if it is not his/her domain of expertise. Furthermore, I have observed that in some organisations, although the trend is to share leadership amongst team members, very few leaders/managers are ready to let their team members lead because they consider

themselves as the ultimate responsible person within the team. This means that the 'great-man' theory still prevails in some organisations. It also means that leaders/managers only consider the person dimension of COLLEAD.

In COLLEAD practice, acceptance of shared accountability is part of the main characteristics. Team member must be responsible in their area of intervention and ready to accept to be accountable whilst implementing a task or a project in a collective way. Besides that, leaders/managers must also be ready to give a leadership role to team members; if not, they cannot be free and committed to contribute to the common goal.

To promote this practice, the research participants proposed some actions the organisation, leaders/managers and team members must take. The next section provides some actionable recommendations to address the issue of a lack of COLLEAD practice.

5.7. Actionable recommendations

Based on the findings, the study has provided some actionable recommendations to address the challenges mentioned above and to contribute to promoting COLLEAD practice. These recommendations concern the organisation, leaders/managers, and team members.

5.7.1. Organisations

It is recommended that organisations:

- Appoint a person with management background to hold the position of deputy in case the organisation has specialised technicians; that deputy should be assigned to all management work so that the technician focuses on his/her speciality.
- Assess managers' leadership capacities and their managerial competencies before appointing them. It will enable the organisation to identify the areas to improve and propose tailor-made training.

- Engage and invest in capacity building activities on leadership practice, not only for senior management and middle managers, but also for team members who do not have a leadership role: (a) organise briefing (residential or online) on COLLEAD practice. This can contribute to changing leaders'/managers' mind-sets and attitude; (b) train team members on leadership practice competence so that the leader/manager capacity-building actions can yield positive results; (c) Implement the 'learning organisation system' effectively. These capacity-building activities lead to a change of mind-sets to facilitate the practice of COLLEAD.
- Develop a strategy that will be the basis of procedures to implement COLLEAD.
- Enact the proposed framework and process model for COLLEAD practice to facilitate the implementation.
- Develop an internal communication strategy to support the implementation of COLLEAD practice within teams and organisations.
- Establish KPIs for leaders/managers' leadership practice. Continuous assessment of leaders/managers to take place to measure the quality of their leadership capacity and managerial competencies, or to measure the way they implement the COLLEAD practice framework.
- Set up a reward system for leaders/managers (the best leader) based on an evaluation criterion. For example, a monetary incentive can be offered to the best leader. This rewarding system must be based on KPIs at the level of team leaders including programme managers, head of offices, teams, and departments.

5.7.2. Leaders/Managers

For leaders/managers, the following recommendations are proposed:

- Assess ones' leadership capacity. It is recommended that leaders/managers undertake a self-assessment of their leadership capacity.
- Engage in leadership courses to enhance ones' leadership capacity.
- Engage in COLLEAD practice by using the proposed framework and process model for COLLEAD practice.

- Empower team members by giving them responsibilities and encouraging them to be part of the process by including them in COLLEAD practice.
- Set up and apply the 360° mechanism for team members to assess leaders'/managers' performance in their leadership practice.

5.7.3. Employees without leadership/managerial functions

Team members or employees without leadership/managerial functions are encouraged to:

- Be involved in COLLEAD practice within their team to be familiar with and be able to play leadership role when required.
- Accept responsibilities granted to them. This will empower them in leadership practice.
- Be accountable for tasks assigned to them. This contributes to improve their capacity of addressing challenges.

5.8. Conclusions

The aim of this study was to explore the issue of lack of COLLEAD practice in modern organisations within the African context. Considering the nature of the issue, I undertook AR, which resulted in a better understanding of COLLEAD practice. The AR, I was engaged in, was a collaborative process during which critical inquiry and reflection took place. The findings of the investigation contributed to propose some solutions to the problem identified: (a) a tool for COLLEAD practice, and (b) some actionable recommendations that could guide organisations, leaders/managers, and team members in COLLEAD practice. My action plan regarding the tool includes six actions. In the current study, I was able to carry out three actions: (1) developing a conceptual framework for COLLEAD practice, (2) applying COLLEAD at my workplace using the elements of the conceptual framework; (3) assessing the research participants' practice of COLLEAD. The outcomes of actions 2 and 3 informed the study on how COLLEAD should be practised. Based on the research findings and the outcomes of the two actions

undertaken, I proposed some actionable recommendations that could facilitate the practice of COLLEAD in organisations. The following actions were not covered in the current study: (4) refine the framework based on the outcomes of the testing of the tool and share it with some organisations in the African context for experiment, (5) assess the implementation of the framework by those organisations and write a report of their experience, (6) refine the framework for COLLEAD practice based on their remarks and share it with organisations that are interested in enactment.

Overall, this AR has enabled me to respond to my research questions.

Research question 1: Why do leaders/managers are apprehensive about using collective leadership practice?

There are four major factors that make managers apprehensive about COLLEAD practice: (1) the limited cognitive disposition, and the individuals' personalities and behaviours; (2) the hierarchical structure of the organisation; (3) the mechanistic and hierarchical management style, which includes the 'great man' theory; and (4) the socio-cultural background of the people involved in the process.

Research question 2: What are the challenges in applying COLLEAD practice?

The findings of the study unveiled that, (1) the structure and the culture of the organisation, (2) the mechanistic and hierarchical management style as well as (3) the issue of accountability prevent leaders/managers and team members from being fully engaged in COLLEAD. Discordance within teams and across the organisation are part of the challenge highlighted during the discussions with the research participants. This discordance can be the consequence of a lack of communication, lack of standards or lack of training in leadership and management.

A major issue that came out of this study is the fact that technicians, in specialised areas, are requested to perform a leadership role without having the tools. This study has also

uncovered that the hierarchical structure of public organisations can prevent leaders/managers in this setting from applying COLLEAD.

Research question 3: What could facilitate COLLEAD practice?

This study contributed to confirm some of the criteria that were highlighted during the literature review. For instance, the findings of the research confirmed the content of the framework to facilitate COLLEAD practice (Figure 2): (1) an enabling working environment; (2) effective leadership process; (3) leadership skills; (4) affective process (trust & respect); (5) communication.

The study also highlighted some main conditions and enabling factors that could promote the practice of COLLEAD, notably: (1) the change of mind-set of both leaders/managers and team members; (2) an enabling/conducive working environment; (3) capacity-building activities that organizations must consider for leaders/managers and team members; (4) enactment of a framework for COLLEAD practice. Some other enabling factors the research participants highlighted are the creation of a culture of acceptance; encouraging team members to deliver; providing and getting feedback from others; mentoring; giving a full leadership role to team members and sharing responsibilities. Furthermore, the leader/manager must be creative, inspiring, and takes everyone's idea into account.

Despite the hierarchical structure that could be a real challenge, there should be a clear distribution of leadership roles to team members. More importantly, there should be a good working relationship between the leader/manager and his team; but this can only happen when there is respect, trust, and integrity. The use of collectivist approach, and the existence of trust, yield confidence from the team members and ultimately improve COLLEAD practice.

5.9. The researcher's DBA journey and personal reflections

5.9.1. The importance of reflecting and consulting

Although I was engaged in exploring a social phenomenon happening in organisations in general, I was also undertaking a reflective critique of my workplace on what people must consider whilst interacting with teams and departments. To better orient my reflection, some colleagues at my workplace served as a consultative committee. I consulted them often before engaging in the different phases of my action research, particularly during the steps of diagnosis of the problem, planning the action, taking action, and evaluation action. The feedback received from my thesis 1st supervisor was an opportunity to push my reflection further until I had a clear understanding of what is expected from me as a researcher. My 2nd supervisor's feedback allowed me to critically think about new insights regarding the subject.

5.9.2. Change in my academic, professional, and personal development

This study has brought a great contribution to my academic, professional, and personal development. Concerning my academic development, this experience has allowed me to understand AR and to gain rigour in the process of undertaking thesis research. It has improved my knowledge of the AR process and in applying qualitative research methods to a practical problem. I have noted that at the beginning of this project, I did not plan to develop a conceptual framework, but it happened that I proposed two conceptual frameworks plus a process model for COLLEAD practice.

As for my professional development, it has broadened my skills in applying action learning as an approach to professional problem solving. It has improved my leadership skills and managerial competencies. I am more and more inclined to apply COLLEAD at my workplace.

My professional situation as a manager at my practice has certainly influenced the way this DBA research was undertaken. As team lead, I am also concerned by COLLEAD practice. Therefore, during this study my professional background has given me the

chance to understand the information provided by interviewees. In the process of the inquiry, I tried to be as neutral as possible and not to influence what interviewees were saying.

Furthermore, I was also able to apply what I have learned during this study, whether through the literature review or from the findings of the research undertaken. This is one of the purposes of engaging in such a process. It has enhanced my understanding of empowering and I rely more on team members' empowerment and delegation of duty/authority as a result.

5.9.3. Relationship with my research participants

With my dual role as scholar-practitioner, the relationship between my research participants and I did not change during the research. It remained the same before, during and after the research. Some of the respondents are under my supervision but the research did not affect this relationship. There was no apprehension; in contrary, they were happy to participate and inspired by the determination I had towards the accomplishment of my project.

In addition, I am now aware of how challenging it is to play this dual role of scholar and practitioner, particularly when you have a supervisory function, and you play a key role within your office. During this research process, my dual role has created a conflict of interest for me as employee and as DBA researcher. There was a risk of being solely concentrated on my work or the DBA research. The latter was greatly affected and to overcome this, I had to take sometimes days off work to focus on my DBA work. However, I have noted that this requires discipline and commitment.

5.9.4. Learning opportunity

The fact that I did not undertake the research fully within my organisation has given me the opportunity to learn about leadership and team management in public and private organisations especially given that I have been working for more than twenty years in an international organisation. I now understand organisational dynamics, whether it is in a

public, private, international, or independent setting. Furthermore, it has changed my perception of how leadership is exercised in public or in private organisations. Prior to this study, I was thinking that COLLEAD could never happen in a public organisation because of the hierarchical system that prevailed there (decisions are taken at the level of the top management and communicated to employees without consultation). This research has proved the contrary: leaders/managers in public organisations also use a collectivist approach. This has shown the importance of leadership in public organisation and the change that is happening there.

In this study, going through the steps of developing a framework and a process model has positively influenced my professional quality. I understand better the importance of procedures and processes. Furthermore, the proposed framework addresses the issue of a risk of lack of use of COLLEAD practice. Going through this process has enhanced my interest in risk management; I am now aware that for each decision taken, one must identify the underlining risk; how to grade the risk; how to monitor it; how to manage it or escalate and report on that risk.

This study has also increased my sense of partnership. I am now aware of the importance of considering team members as partners. Without this partnership, one cannot achieve the objectives of the teams/organisation.

One of the lessons learned is to make sure that I have the authorisation of my organisation prior to engaging in a research project because changing the dissertation topic in the middle of the process was quite challenging; this experience has caused delays in producing my dissertation.

Leadership is a field of lot of interests. There are many studies related to this field, and it seems to be the key for successful development for organisations. Personally, this has motivated my intention to continue investigating on leadership practice. One of my wishes is to be part of a leadership institute to learn more things on this topic. Undertaking this study contributes to fulfil my wish of writing on leadership.

Finally, it was a privilege for me to contribute to the public knowledge on COLLEAD practice and happy about my contribution to the organisation in terms of leadership and management.

5.10. Limitations of the study

This qualitative study has some limitations in terms of scope, audience, and generalisability.

The scope in terms of number of interviews was limited and it targeted mainly senior and middle managers; few staff members without a managerial function were part of the research participants. Another limitation is that some of the interviewees perform specialised functions, hence without management background; it may be that leaders/managers with a business management background would have provided more insights on the issue.

The small sample size might not be representative of leaders/managers in the private, public, and international organisations. The study has not delivered significant evidence on the difference between public organisations, international organisations, and private organisations' practice of COLLEAD, but further study in the field will uncover any major differences between these categories of organisations in terms of COLLEAD practice.

Leaders/managers need knowledge about how to practise COLLEAD, but from the findings of the research, there is limited knowledge on how and when to apply this practice. The aim of this study was to produce knowledge on COLLEAD practice (Gronhaug and Olson, 1999) and particularly on why leaders/managers are apprehensive about using COLLEAD. Through the interpretation of the statements made by the research participants during the interviews, the cause of their concern may be in the upbringing of the leader/manager and that was not expressed during the interviews.

Furthermore, in social sciences the definition of reality is different depending on the context. The same principle applies in AR whereby the findings cannot be generalisable, but they intend to create actionable and contextualised knowledge that a leader/manager will decide whether the findings can be extrapolated to his/her situation.

5.11. Areas for further research

The findings of the research have provided fundamental reasons why leaders/managers are apprehensive about COLLEAD practice. They have led to some queries and enlightening on areas for further research.

The findings of this study have provided some procedural knowledge that leaders/managers must have (the rules, procedures, and processes) to apply COLLEAD, but the socio-cultural beliefs can prevent them from fully applying this practice. Further research can, for example, investigate those socio-cultural beliefs (particularly within African society). Another area of research can be how the hierarchical structure of an organisation can influence the practice of COLLEAD in organisation. A third idea of study is about how the organisational culture influences the practice of COLLEAD in organisations within the African context.

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APPENDICES

Appendix A

Steps	Actions
1	Background to review
2	Objectives
3	Criteria for considering studies for the review (CIMO)
4	Search strategy for identification of studies
5	Eligibility
6	Data collection
7	Assessment of methodological quality
8	Synthesis

Table 15: Systematic literature review protocol (adapted from Higgins and Green, 2008)

Appendix B

	Title of journals	Number of articles
1	Academy of Management Journal	1
2	Business Management Daily	1
3	Centre for Leadership Studies	1
4	Educational Administration Quarterly	2
5	Emerging Leadership Journeys	2
6	European Journal of Work and Organisational Psychology	1
7	Human Resource Management Review	1
8	International Journal of Integrated Care	1
9	International Journal of Management Reviews	6
10	Journal of Applied Sport Psychology	1
11	Journal of Organisational Behaviour Management	1
12	Leadership	4
13	Leadership and Organisational Development Journal	2
14	Management Learning	1
15	National College for School Leadership	1
16	Organisational Behaviour and Human Decision Processes	1
17	Personality and Individual Differences	1
18	Project Management Journal	1
19	Research in Organisational Behaviour	1
20	Research in Science Education	1
21	Singapore Management Review	1
22	Sport Management Academy	2
23	Studies in Higher Education	1
24	The Family Practice Management	1
25	The Innovation Journal: The Public Sector Innovation Journal	1
26	The Journal of Leadership Studies	2
27	The Leadership Quarterly	52

Table 16: List of journal articles consulted

Appendix C

EVALUATION TABLE OF STUDIES

Author	Title	Study location	Purpose	Study Type	Definition of Collective Leadership	Main outcomes	Potential effect of CL on Operations	My main findings
1 Gronn P. (2002),	Distributed Leadership as a Unit of Analysis	Australia	(1) to demonstrate how traditional/conventional leadership cannot fit in the new patterns of division of work; (2) to propose a new unit of analysis in the study of leadership: distributed leadership	Study	status ascribed to one individual, an aggregate of separate individuals, sets of small numbers of individuals acting in concert or larger plural-members organisational units	(1) a framework for understanding distributed leadership; (2) a taxonomy for classifying varieties of distribution patterns of work in organisations	the concertive action highlighted by the author is in line with processes in Operations where team members have to refer to consultation	Distributed leadership has two forms: numerical action and concertive action. Numerical action is considered as a sum of individual roles
2 Pearce, C.L. & Conger, J.A. (2003)	"Shared leadership: Reframing the how's and whys of leadership". Thousand Oaks, CA: Sage Publications	USA	(1) to express a model of leadership which is shared leadership; (2) to stimulate future research on this form of leadership	Study	a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organisational goals or both	(1) Shared leadership process contributes to team/organisational effectiveness; (2) there are avenues for future research on leadership in order to increase understanding in this area	Shared leadership being a dynamic and interactive process, it can have a positive influence in Operations	Traditional leadership is a vertical process whereas shared leadership is an horizontal process during which all team members play a role
3 Hiller, N.J., Day, D.V., Vance, R.J. (2006)	Collective Enactment of leadership Roles and Team Effectiveness	USA	(1) to examine the existence and performance correlates of collective leadership at a workplace	Study	"Collective leadership is not the role of a formal leader but the interaction of team members to lead the team by sharing leadership responsibilities"	(1) four factor model: Planning & Organising; Problem Solving; Support & Consideration; Development & Mentoring; (2) other factors: trust, cross training and collective enactment of leadership roles	The four factors in the model that is proposed, are key for general and operations management	(1) Role-based view of collective leadership (2) Collective leadership indeed enhance team effectiveness; (3) Collective leadership brings some new concepts; (4) two normative or values related to collective leadership roles: individualism/collectivism and power distance

4	Hannah, S.T., Avolio, B.J., Luthans, F. & Harms, P.D. (2008)	Leadership efficacy: Review and future directions	USA	(1) to provide a conceptual framework in order to stimulate future theory and research on efficient leadership; (2) to understand how such leadership evolves and has hints for active performance		(1) Leader efficacy + Follower efficacy contribute to collective leadership efficacy; (2) there is a link between collective leadership efficacy and performance	adequacy between collective leadership and performance contributes to efficient operations within an organisation	They use existing leadership theories and models. Based on they suggestion, leadership is considered as person, as a role and as a process that contribute to improve both the leaders and followers' performance	
5	Friedrich, T.L., Vessey, W.B., Schuelke, M.J., Ruark, G.A. & Mumford, M.D. (2009)	A framework for understanding collective leadership: The selective utilization of leader and team expertise within network	USA	To propose an integrated framework in order to understand collective leadership	Study	It is a dynamic leadership process in which a defined leader, or set of leaders, selectively utilize skills and expertise within a network, effectively distributing elements of the leadership role as the situation or problem at hand requires	(1) define collective leadership process; (2) draw attention to the multi-level nature of collective leadership; (3) place emphasis on the importance of information and communication to the development of collective leadership	Being a dynamic process, CL can easily fit in the area of Operations management whereby organisations have to face with problems	(1) They focus on both the role and process dimensions of collective leadership; (2) using different skills and expertise in the leadership role increase the team performance; (3) sharing of information, collaboration and joint decision-making within top management can increase performance
6	Bennett, N., Wise, C. & Harvey, A. J. (2003)	Distributed leadership	UK	To understand what distributed leadership is	Review				

7	Raelin, J. (2018)	What are you afraid of: Collective leadership and its implications	USA	To underline the advantages of collective leadership while acknowledging the objections of fears of challenges.	Study	it is a dynamic process in which constellations of individuals emerge, often within a network and across multiple levels to contribute to knowledge, skills and meaning to the task at hand.	(1) define the collective leadership process; (2) give the main feature of collective leadership; (3) describe why fear of collective leadership; (4) describe the perception of collective leadership; (5) explain the collective opportunity.	Operations are an area where organisations put an emphasis nowadays in order to maintain themselves in a competitive environment. Knowing that Operations are efficient with effective processes that are followed, the dynamic in collective leadership processes constitute a means for Operations.	(1) People have a misunderstanding of the way collective leadership is applied; therefore, they think that it is a slow and heavy process; (2) The author puts an emphasis on the fact that collective leadership can only be a process which does not require managerial authority; (3) leaders fear collective leadership because it challenges their authority; (4) collaboration, interactions, networking are capital.
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Table 17: Evaluation table of studies

Appendix D



INTERVIEW PROTOCOL FORM

Institution:	
Interviewee (Title and Name):	
Interviewer:	

INTRODUCTION

I would like to thank you for accepting to participate in the interview aspect of my study. My research project focuses on the use of collective leadership as a means to improve efficiency in Operations Management with specific interest in understanding why managers fear to use collective leadership and how practicing collective leadership can improve efficiency in General and Operations Management.

The aim of this study is to document the possible processes of collective leadership and applying them in General and Operations management for more efficiency.

This interview will last approximately 30 minutes during which I will be asking questions about your educational background, experiences in managing your team(s) and ideas about collective leadership practice at your organisation.

Do you agree for the recording (or not) of our conversation today? Yes No

Interviewee background

- How long have you been in your current position?
- How long have you been working at this organisation?
- What is your highest degree?
- What is your field of study?

Please briefly describe your role in the office as it relates to management in general or in operations management.

- How are you involved in general management / operations management?
- How did you get involved?

GENERAL ORGANISATIONAL MANAGEMENT

1. What is the approach/strategy in your organisation for general management in order to improve efficiency?
 - Is it working?
 - Why? – Why not?
2. What is changing in the organisation's way of managing a project or solving a problem?
3. What stimulates you to use innovative management approaches in your organisation/team?

OPERATIONS MANAGEMENT

4. Do you have a Unit in your organisation that oversees Operations/ Administration?
5. Are you involved directly or indirectly in the management of Operations/ Administration?

6. Can you tell me more about the management of operations/administration at your organisation/institution?
7. What strategies are available in your organisation/team for improving efficiency in operations management?

USE OF COLLECTIVE LEADERSHIP

8. Are you (your organisation/your team) aware of collective leadership practices?
___ Yes ___ No

9. Can you give an example of the use of collective leadership?

- How do you/your organisation exercise collective leadership?
- What are the challenges you/your team faces while applying collective leadership?
- When do you / does your organisation exercise collective leadership?
- What is being achieved through collective leadership?

10. How do you think collective leadership can be promoted in organisations in order to improve efficiency?

- What are the enabling factors?
- What actions should be taken at the organisation level to promote collective leadership practice?

Before we conclude this interview, is there any other idea about your experience in collective leadership practice that you would like to share?

Thank you again for your participation.

Appendix E

The table below shows my interview protocol questions plus the rationale behind each question:

	Themes	Questions	Probe questions
1	GENERAL ORGANISATIONAL MANAGEMENT	<p>What is the approach in your organization for general management?</p> <p><i>(This question aims to know about the management systems in the research participant's organisation, Verboncu & Mihai, 2016)</i></p> <p>What is changing in the organization's way of managing a project or solving a problem?</p> <p><i>(It refers to the outcomes of the management systems used in their organisation; particularly innovative management systems, Oke, 2007)</i></p> <p>What stimulates you to use innovative management approaches in your organization?</p> <p><i>(This question is posed in order to know about the successful factors that drive the use of innovative management approaches, whether they are related to the individual or the organisation. It is also to know whether the use of innovative management approach is the outcome of COLLEAD practice, Ropret et al. 2012)</i></p>	<p>Does it work? Why? Why not?</p> <p>Why are teams using innovative management approaches?</p>
2	OPERATIONS MANAGEMENT	<p>Are you involved directly or indirectly in the management of Operations in your organization?</p> <p><i>(This question is posed because the relevance of ideas/experiences related to Operations Management depend on the level of involvement of the individuals. Furthermore, participants' level of involvement will help in the interpretation of the data: it will permit to know whether they are successfully participating in the quality management of Operations in their organisation, (Bakotic & Rogosic, 2017)</i></p> <p>What strategies are available in your organization / team for improving efficiency in operations management?</p> <p><i>(This question is posed to know whether the organisation has put in place a management strategy that aims at enhancing the quality of Operations management. It is also to know whether COLLEAD is part of the managerial processes to improve</i></p>	<p>Is it working?</p>

	Themes	Questions	Probe questions
		<p><i>efficiency in Team/Operations management, (Slack & Brandon-Jones, 2018)</i></p> <p>What are the challenges in operations management at your organization?</p> <p><i>(knowing the challenges in operations management it is important to understand why managers fear to use COLLEAD (Dan Reid & Sanders, 2019)</i></p>	
3	COLLECTIVE LEADERSHIP	<p>Are you aware of collective leadership practice? How does your organization exercise collective leadership?</p> <p><i>(I pose this question to measure the degree to which COLLEAD practice is known and how organisations use it as part of their management strategy, (Raelin, 2019)</i></p> <p>When do you / does your organization exercise collective leadership?</p> <p><i>(This question is posed to know whether COLLEAD practice is to be applied in the daily management or as the situation demands such practice, Caulfield & Brenner, 2019)</i></p> <p>What is being achieved through collective leadership?</p> <p><i>(this question is posed in order to know specifically in which context managers use COLLEAD practice (Eckert, 2019)</i></p> <p>What are the challenges you or your team faces while applying collective leadership?</p> <p><i>(the answer to this question will allow to understand why managers' fear to use COLLEAD practice (Raelin, 2019)</i></p> <p>How do you think collective leadership can be promoted in organizations to improve efficiency?</p> <p><i>(this question is posed in order to evaluate the critical enabling factors that can influence the practice of COLLEAD (Friedrich et al. 2016)</i></p>	<p>How do you define collective leadership?</p> <p>In which context?</p> <p>What are the benefits?</p> <p>What are the roots of these challenges?</p> <p>What are the enabling factors?</p> <p>What actions should be taken at the organisation level to promote collective leadership practice?</p>

Table 22: Interview Protocol Questions

Appendix F

CODE BOOK

CATEGORY / Sub-category	Description
COLLEAD BENEFITS	The advantages that collective leadership gives.
Advance professionally	To move forward or to grow in terms of experience and skills.
Being motivated	To be very interested and to work hard.
Believing in themselves	The action of being certain or to feel capable of doing well their work.
Camaraderie	A feeling of friendship and trust among people who work or spend a lot of time together.
Cohesiveness	The state of forming a united whole.
Creation of professional and social networks	The existence of closely connected group of people, companies, etc. that exchange information related to their work among themselves.
Development partners' network	Development is the gradual growth of something so that it becomes more advanced, stronger. Partner is a person you are doing an activity with. Network is closely connected group of people or companies that exchange information. Development partners' network is a closely connected group of people who do things together for a more advanced status of a country or population.
Expanding knowledge and skills	Making knowledge and skill become greater.
Feeling comfortable	The action of being more confident and not worried or afraid of the work to execute.
Feeling more appreciated	The action of being pleased that one's qualities have increased in value over a period of time.
Getting more confidence	Getting more beliefs in your own ability to do things and be successful.
Global certification n recognition	Public praise and reward for somebody's work or action.

CATEGORY / Sub-category	Description
Increase results	Increase is to become or to make something greater in amount, number, number, value. Result is a thing that is caused or produced by something else. Increase results is about the number of things produced become greater in number.
Learn from others	Learn is to gain knowledge or skill by studying, from experience, from being taught, etc. Learn from others is to gain knowledge or skill by studying from others' experience.
Mutual accountability for results	Mutual is shared by two or more people. Accountability is the responsibility of somebody vis a vis his/her actions and he/she is expected to explain his/her action when he/she is asked. Result is a thing that is caused or produced by something that has happened. Mutual accountability for results is a shared responsibility between two or more people for a thing (outcome) that is produced by something. outcome of something that has happened.
Ownership of processes	The fact of owning processes.
Partnership	Partnership is the state of being a partner in business. It is a relationship between two people, organisations.
Remaining focused	Continue to have your attention directed to what you want to do; with clear aims.
Speedy delivery	Rapidly produce or provide the work that the organisation expects ones to do.
COLLEAD ENABLING FACTORS	The things that allow people to practice collective leadership. The factors that make it possible leaders to practice collective leadership.
Communication	The activity or process of expressing ideas and feelings or of giving people information.
Creating a culture of acceptance	Culture is beliefs and attitudes about something that people in a particular group or organisation share. Acceptance is the act of agreeing and approving of it. Creating a culture of acceptance is allowing attitudes of agreeing and approving something.

CATEGORY / Sub-category	Description
Enabling Working environment	The conditions at work that affect the behaviour and development of somebody.
Encourage team members to deliver	To give somebody support, courage or hope to finish the work he or she promised to do.
Getting feedback from others	Receiving information or opinions about ones' work from others so that it can improved.
Giving full leadership role	The action of handing over complete leadership function.
Mentorship	The action from an experienced person who advises and helps somebody with less experience over a period of time.
Sharing responsibilities	Dividing duties to deal with or take care of something or somebody because of your job, position.
COLLEAD MAIN CONDITIONS	The circumstances or situation that must exist for collective leadership to happen. Or the necessary condition for collective leadership practice.
Change of mindset	A new status of a set of attitudes or fixed ideas that somebody has and atht are often difficult to change.
Collaboration	the act of working with another person or a group of people to create or produce something.
Focus on results	To give attention or effort to things that are achieved successfully.
Inclusion	The fact of including somebody or something. A person or thing that is included.
Integrity	The quality of being honest and having strong moral principles. The state of being whole and not divided.
Leader to be confident	Leaders to be sure of their own ability to do things and be successful.
Leadership style	A particular way in which leadership is applied.
Personality of the leader	The various aspects of a leader's character that combine to make them different from other people.

CATEGORY / Sub-category	Description
Respect	A feeling of admiration for somebody or something because of their good qualities or achievements.
Security of the leader	The activities involved in protecting the leader against danger. In this context, the leaders must be protected by the organisation when he works with the development partner for example.
Trust	The belief that somebody or something is good, sincere, honest, etc. and will not try to harm or trick you.
Understand COLLEAD	To know or realize how or why collective leadership practice happens, how it works and why it is important
COLLEAD PRACTICE	A series of things that are done to achieve a particular result in collective leadership practice.
Assess COLLEAD practice	To make a judgement about the nature or quality of somebody/something. To assess collective leadership practice is make a judgement about the nature or the quality of collective practice.
Changes occurred re COLLEAD practice	The fact of a situation, a place or an experience being different from what is usual and thereafter likely to be interesting, enjoyable. Changes occurred in relation to collective leadership practice is about situations that become different from what they use to be and thereafter likely to be interesting, enjoyable.
Collective leadership process	The way of implementing collective leadership that is the usual or expected way in a particular organisation or situation.
Decision making process	The action or process of a choice or judgement that you make after thinking and talking about what is the best thing to do.
Prob. solving process	A series of things that are done to achieve a particular result.
Project implementation	To carry out a planned piece of work that is designed to find information about something, to produce something new, or to improve something.
T members pos. & neg. reaction to COLLEAD practice	Reaction is what you do, say or think as a result of something that has happened. Team members are individuals within a group of people. Their positive and negative say or thinking of collective leadership practice.

CATEGORY / Sub-category	Description
INDIVIDUALS ISSUES IN CL PRACTICE	Problems or worries connected to a person when practicing collective leadership.
Accountability	It is about the responsibility of interviewees vis a vis their actions and they are expected to explain their action when they are asked.
Different personality & behaviour	The various aspects of a person's character that combine to make them different from other people and the way that person functions in a particular situation.
Disconnection between manager & T members	The fact of stopping a connection between a manager and team members. There is no contact between the manager and team members who usually work together.
Exclusion	Exclusion is the act of preventing somebody/something from entering a place or taking part in something.
Failing to identify the talents in the team	Not being successful to discover the natural ability of someone to do something well.
Fear to be seen as weak	The bad feeling someone has to be seen as easy to influence or not having much power or not good at something.
Fear to lose their job	The bad feeling to become separated from their work.
Incompetence not confident in yr competence	Incompetence is the lack of skills or ability to do your job or a task as it should be done.
Lack of contact with followers	The state of not having or not having enough communication or relationship with a person who supports and admires a particular person or set of ideas.
Lack of initiative	The state of not having or not having enough new plan for dealing with a particular problem or for achieving a particular purpose.
Lack of patience from leader	The state of not having or not having enough ability to stay calm and accept a delay or something annoying without complaining.
Lack of trust in team members	The state of not having or not having enough belief that team members are good, sincere, honest, etc. and will not try to harm or trick you.

CATEGORY / Sub-category	Description
Lack of willingness	Willingness is the act of not objecting to do something or having no reason of not doing something. Lack of willingness is the absence of not objecting to do something.
Leader not inspiring	Leader not exciting and encouraging you to do or feel something.
Misunderstanding of Collead	A situation in which collective leadership is not understood correctly.
Overshadowing others	Overshadowing is the act of making somebody/something seem less important, or successful. Overshadowing others is to make others seem less important or successful.
Team performance issues	Problems or worries related to the quality of the tasks done by a group of people working together.
Want to take full control of things	To decide to be responsible for something over someone.
Workload	The amount of work that must be done by a particular person or organisation.
MANAGEMENT STYLE	Management is the act of running and controlling a business or similar organisation. Style is the particular way in which something is done. Management style is the particular way in which one is running and controlling a business or an organisation.
Change mngt pol	A plan of action agreed or chosen by an organisation for the act of running and controlling the fact of a situation, a place or an experience being different from what is usual and therefore likely to be interesting, enjoyable.
Consensus	An opinion that all members of a group agree with.
Consultative	Giving advice or making suggestions.
Delegating	The action or process of giving part of your work, power or authority to somebody in a lower position than you.
Directive	An official instructions; giving instructions.

CATEGORY / Sub-category	Description
Empowering	The action or process of giving somebody the power or authority to do something.
Giving responsibility to team members	Responsibility is a duty to deal with or take care of somebody/something, so that you may be blamed if something goes wrong. Team members are individuals belonging to a group. Giving responsibility to team members is giving duty to deal with to a group of people who work together at a particular job.
Representing the organisation	Representing the organisation is to be a member of an organisation and act or speak on its behalf at an event, a meeting.
Open door policy	A plan of action designed by an organisation to allow people to freely communicate with the people in charge.
Working collectively	All members of a group work together.
Engaging together	The action or process of becoming involved together and trying to understand each other.
Teamwork	The activity of working well together as a team.
ORGANISATIONAL ISSUES IN CL PRACTICE	Problems or worries connected to the organisation when practicing collective leadership.
Competition	An event in which people compete to find out who is the best at something.
Decision centralized	Decision is a choice or judgement that you make after thinking and talking about what is the best thing to do. Centralize is to give the control of a country or an organisation to a group of people in one place. When a decision is centralized, it means the choice or judgement that is made after thinking and talking about what is the best thing to do is given to a group of people in one place.
Delay in decision making	A situation in which something does not happen when it should be. The act of delaying in making a choice or judgement that you make after thinking and talking about what is the best thing to do.
Delays in getting things done	A situation in which something does not happen when it should be.

CATEGORY / Sub-category	Description
Discordance	The fact of being not in agreement; Combining with other things in a way that is strange or unpleasant.
Expectations from the project	Hope that something good will happen from the project.
Lack of communication	Absence of expressing ideas and feelings or of giving people information.
Lack of participation	The state of not taking part in an activity or event.
Lack of standards	The state of not having or not having enough level of quality that is normal or acceptable for a particular person or in a particular situation.
Lack of training in mngt	The state of not having gone through the process of learning management skills.
Leader ultimately responsible	The leader is responsible in the end.
Limitation in the leadership role	Limitation is the act or process of limiting or controlling somebody or something. Leadership is the state or position of being a leader. Role is the function or position that somebody has or is expected to have in an organisation, in society or in a relationship. Limitation is the process or act of limiting or controlling. Limitation in the leadership role is the process of controlling the function of leader.
Mechanistic & hierarchical mngt style	Mechanistic is connected with the beliefs that all things in the universe can be explained as if they were machines. Hierarchy is a system, especially in a society or an organisation, in which people are organised into different levels of importance from highest to lowest. Hierarchical management style is a management style that is based on the organisation of people into different levels of importance from highest to lowest.
Misunderstanding	A situation in which a comment, an instruction, etc. is not understood correctly.
Socio Cultural barrier	Barrier is a problem, rule or situation that prevents somebody from doing something or that makes something impossible. Social cultural barrier

CATEGORY / Sub-category	Description
	is rule based on the society and the culture that prevents somebody from doing something or that makes somethings impossible.
Structure of the organisation	The way the different parts of the organisation are connected.
Supervisor being tough	A person who is in charge of something or somebody and make sure that everything is done correctly, safely, is being strict or firm; he or she demands that particular rules be obeyed and showing a lack of sympathy for any problems or suffering that this may cause.
PERCEPTION FOR COLLEAD	An idea, a belief, or an image you have as a result of how you see or understand something.
Leadership as a role	The state of being a leader considered as a function or a position that somebody has or is expected to have in an organisation, in society or in a relationship.
Leadership as individual	The state of being a leader connected to one person or designed for one person.
Leadership as Process	The state of being a leader considered as a series of things that are done to achieve a particular result.
Leadership as role, person & process	The state of being a leader considered as a function or a position that somebody has or is expected to have in an organisation, in society or in a relationship; leadership as a state designed for one person; and leadership considered as a series of things that are done in order to achieve a particular result.
Perception neg. COLLEAD	Perception is an idea, a belief, or an image you have because of how you see or understand something. Bad or harmful idea, belief, or image you have because of how you see or understand something.
Perception pos. COLLEAD	Perception is an idea, a belief, or an image you have because of how you see or understand something. Good idea, belief, or image you have as a result of how you see or understand something.
PROMOTING COLLEAD	Actions promoting collective leadership.
Building capacity	Strengthen the ability to understand or to do something.

CATEGORY / Sub-category	Description
Collective leadership strategy & framework	A set of beliefs, ideas or rules that is used as the basis for making judgements, or decisions for collective leadership practice.
Encouraging mentorship	Mentoring is the action of an experienced person who advises and helps somebody with less experience over a period. Encouraging is the action of giving somebody support, courage or hope. Encouraging mentorship is the action of giving courage to somebody who is experienced to advise and help other person with less experience.
Identifying leadership capabilities	To recognize somebody/something and be able to say who or what they are. It is also to find or discover somebody/something. Capability is the ability or qualities necessary to do something. Identifying leadership capabilities is the act of recognizing someone's ability or qualities to apply leadership.
Leadership Devpt Programs in schools	Programmes to develop the state of being a leader in schools.
Performance assessment	Assessment is the act of judging or forming an opinion about somebody/something. Performance is the way a person performs in a play, concert, etc. Performance assessment is the act of judging or forming an opinion about the way a person performs.
Promoting best practices	The action of encouraging the best way of doing something that is the usual or expected way in a particular organisation or situation.
Sustaining COLLEAD	Sustain is to make something continue for some time without becoming less. Sustaining collective leadership is to make collective leadership continue for some time.
TEAM DEVELOPMENT	A process of creating a more advanced group of people who work together at a particular job.
Accepting criticism	The act of agreeing or approving statement showing disapproval.
Adherence to regulation & Procedures	Adherence to the fact of behaving according to a particular rule, etc. or of following a particular set of beliefs of a fixed way of doing something. Regulations are official rule made by a government or some other authority, or the organisation. Procedures are the official or formal order or way of doing something, especially in business, law, or politics.

CATEGORY / Sub-category	Description
	Adherence to regulation & procedures is the fact of behaving according to the official rules made by the organisation and the way of doing things.
Appraising leader	The act of making a formal judgement about the value of the leader's work, usually after a discussion with him about it.
Division of labour	Segregation of duties or tasks.
Give space resources & Set timelines	To provide the freedom and the time to think or do what you want to.
Having a clear plan	Clear is easy to understand not causing any confusion. A plan is something that you intend to do or achieve. Having a clear plan is the act or process to have something that you intend to achieve and that does not cause any confusion.
Having regular meetings	Regular is done or happening often. Meeting is an occasion when people come together to discuss or decide something. Having regular meeting is an occasion happening often when people come together to discuss or decide something.
Having the right tools	The act of possessing the correct things that help you to do your job or to achieve something.
Rewarding team members	The act of giving something to people belonging to a group because they have done something good or worked hard.
Role in team	Role is the function or position that somebody has or is expected to have in an organisation, in society or in a relationship.
Role - Coordination	Coordination is the act of making parts of something, group of people, etc work together in an efficient and organized way. Role is the function or position that somebody has or is expected to have in an organisation, in society or in a relationship. Coordination role is the function or position that somebody has to make parts of something, or group of people work together in an efficient and organized way.

CATEGORY / Sub-category	Description
Role - Leadership role	Role is the function or position that somebody has or is expected to have in an organisation, in society or in a relationship. Leadership is the state or position of being a leader. Leadership role is the function of leader.
Role - Political role	Role is the function or position that somebody has or is expected to have in an organisation, in society or in a relationship. Political is about connected with the state, government, or public affairs. Political role is the function of being connected with the state, government, or public affairs.
Role - Providing support	Role is the function or position that somebody has or is expected to have in an organisation, in society or in a relationship. Providing is the act of giving something to somebody or make it available for them to use. To support is to give or be ready to give help to somebody if they need. Providing support is to give or be ready to give help to somebody if they need.
Role - Technical support	Role is the function or position that somebody has or is expected to have in an organisation, in society or in a relationship. To support is to give or be ready to give help to somebody if they need. Providing support is to give or be ready to give help to somebody if they need. Technical is connected to the practical use of machinery, methods, etc. Technical support role is the function of giving or being ready to help somebody in the practical use of methods.
Team composition	The way in which a team is made of.
Team management	Team management is the act of running and controlling a group of people working together on a particular job.
Team members perform mngt & eval.	The act of forming an opinion of the quality of the work done by a group of people working together after thinking carefully.
TEAM EFFICIENCY EFFECTIVENESS	The quality of doing something well with no waste of time or money by a group of people who work together at a particular job.
Continuous assessment	Evaluation happening or existing for a period without interruption.

CATEGORY / Sub-category	Description
Financial efficiency	Efficiency is the quality of doing something well with no waste of time or money. Financial efficiency is the quality of doing something well with no waste of money.
Identifying new ways of offering services	To find and discover new ways of doing the work for an organisation.
Minimization of errors	The act of reducing mistakes to the lowest possible level.
Plan and work collectively	To think of something, you can do to solve a problem or make something happen and work as a group.
Policies well-articulated	A well-structured plan of action designed by an organisation.
Proper utilization of resources	Appropriate use of something to achieve a goal.
Respect of calendar	To be careful about the calendar.
Seek for certification	Look for recognition.

Table 18: Code book

Appendix G

INTERVIEWEES	MANAGERS' PERCEPTION OF COLLECTIVE LEADERSHIP PRACTICE	DIFFERENT PERSONALITY AND BEHAVIOUR WITHIN THE TEAM	STRUCTURE OF THE ORGANISATION AND THE ACCOUNTABILITY	DISCORDANCE WITHIN THE TEAM AND BETWEEN ORGANISATION'S DEPARTMENTS	CHANGE OF MIND-SET AND ENABLING WORKING ENVIRONMENT	CAPACITY BUILDING AND ENACTMENT OF A COLLECTIVE LEADERSHIP PRACTICE FRAMEWORK
1MPORG1	<p>"Yes, it is something that any organisation can use, because when you find a cohesive team, that is when you find the performance going up and so I think it's a good thing for any organization to implement."</p>				<p>"When that changed and before I became a Coordinator we were able to see another Leader who brought us together and we were able to work as a team."</p>	<p>"We also have mentorship programs whereby we identify the best students, and we absorb them. Like even in the training we train them on how to manage the processes of teaching, processes of Examination processing and Processes of even managing the student database."</p>
2FPORG2	<p>"I would say, all three (3)."</p>			<p>"Once in a while sometimes people may disagree on something or conflict may arise because maybe there is overlapping of the areas of work or something" <i>"So we realized that the more we worked alone, the more difficult it became to manage the little resources that we had."</i> "The other thing that usually used to happen is everybody would send in their requests individually, so one person does not know what the other person is doing as the Team Lead, it was a very disjointed way of working,"</p>		

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3FPORG1	<p>"I think all. You know when you talk of an organization; an organization is made of people. These people are working in teams because work cannot be done by one person"</p> <p>"So Collective Leadership in terms of roles, we have different roles. The organization has employed different individuals for various reasons. Different expertise and this expertise are linked. So it can't escape that. So when you talk about Process, the process in terms of activities, I can say it is a process starting with the inputs you put in. You put in funding, you put in the expertise then you put in the actual activity, whatever you're planning to do. All those things need collectiveness."</p> <p>"So I think the three areas apply, I think so."</p>		<p>"the reason being maybe the protocol of getting the funds and getting the supplies and all that. Sometimes it derails my timelines and one of the reasons I had to be told by the organization is that we have to follow the protocol and I've followed the protocol but there is time-wasting and they also have to follow it as per Government protocol, but time-wasting."</p> <p>"From the teams' output, we can say everybody's working but we really don't know who did the real work"</p>			

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4FPORG2	<p>"I think you must have individual leaders"</p> <p>"and then process will be how to come to decisions; process makes sense because part of decision making would be so to speak in top down so you informed about what you are meant to do but in terms of the daily movement of the organization,"</p>					<p>"Giving them the responsibility of looking for courses that can enable them to improve. So you've for example, the Individual is not good at presenting there are courses that can enable them to do that."</p>

INTERVIEWEES	MANAGERS' PERCEPTION OF COLLECTIVE LEADERSHIP PRACTICE	DIFFERENT PERSONALITY AND BEHAVIOUR WITHIN THE TEAM	STRUCTURE OF THE ORGANISATION AND THE ACCOUNTABILITY	DISCORDANCE WITHIN THE TEAM AND BETWEEN ORGANISATION'S DEPARTMENTS	CHANGE OF MIND-SET AND ENABLING WORKING ENVIRONMENT	CAPACITY BUILDING AND ENACTMENT OF A COLLECTIVE LEADERSHIP PRACTICE FRAMEWORK
5MPORG3	"At times those with the loudest voice carry the day with the decisions and may not necessarily be the right decision."			<p>"... if badly managed then you'd have a lot of discordance within the organization where some people are seen to be leading with the boss rather than the boss leading and others supporting his vision and the process."</p> <p>"I think I would underline if not well managed, then it can be highly disruptive too. It can be highly disruptive to the organization"</p>		"I'm hoping that your study can begin to propose some of those particular frameworks that if you want to practice collective leadership, these are some of the basic things that you need to make sure that that it exists in the organization. For example, the organizational structure, the leadership, how do you make sure that decision making processes are not unduly influenced by a particular category of staff or a particular group of staff that there is a very honest and candid feedback from staff in terms of their approach and there has to be a clear framework for making the decision and monitoring the implementation of the decisions"

INTERVIEWEES	MANAGERS' PERCEPTION OF COLLECTIVE LEADERSHIP PRACTICE	DIFFERENT PERSONALITY AND BEHAVIOUR WITHIN THE TEAM	STRUCTURE OF THE ORGANISATION AND THE ACCOUNTABILITY	DISCORDANCE WITHIN THE TEAM AND BETWEEN ORGANISATION'S DEPARTMENTS	CHANGE OF MIND-SET AND ENABLING WORKING ENVIRONMENT	CAPACITY BUILDING AND ENACTMENT OF A COLLECTIVE LEADERSHIP PRACTICE FRAMEWORK
6MPORG3		"The challenges were mainly related you know when you have a group people behave differently but not everybody would want to work as part of the team."		"I think what we lack, as you usually mentioned an organization as a Leader you just look at your team members as subordinates. But their feedback is very important and sometimes these are things that Leaders don't want to hear about feedback, but it is very helpful for the Leader to get feedback from his subordinates and it's something that we don't take seriously, we ignore, or we think that."		
7FAORG3	"I would say it's more of a process and to some extent a role" "I would say it's more of a process and to some extent a role because, you know with the aspect of delegation, when a duty is delegated to a person, the person who delegates is the... the buck stops with the person who delegates whether the result is achieved or not."	"When you're leading a team, everybody has a different personality and people might not work at the pace at which you want them to work, you know or do the things the way you want them to do."			"... enabling environment, I think that's also important."	"If someone needs to go for a refresher course or you've identified a person is very good at a particular task or something or function, take them for refresher courses for workshops, things that would let them learn so those kinds of resources."

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8MPORG1	<p>"You actually have got to have someone to co-ordinate that apex in that case and where at least the final call will be made after all these processes of consultative and of course... the fact that you have a diverse team and different opinions, different expectations and some have got beliefs about how things should be done."</p>					<p>"Also try and train them give them opportunities to really try and learn many things and prioritize them. You know some other people will see you give them all the opportunity for training,"</p> <p>"to address that is you need to expose them to different sectors and training to make sure that they are liberal and to make sure that they don't fear allowing other people to give suggestions and I think we should also make sure that people are almost"</p> <p>"So I think we need to have...I think programs for Managers on how to do leadership and I think we have tried, we normally send many people to Kenya School of Government for leadership and to leadership development program."</p>

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9MPORG3	"Even if we don't see we have a process to make people apply it. It is being applied"		<p>"we are an organization that is based on hierarchies and that is that is manifested in the structures that we have. If we look at the country office you have the Director who is the head of the office and has full responsibility of everything that happens, so in terms of decision making it is a top-down process."</p> <p>"There are some people who would want to make the decision instead of the admin assistant making the decision. If it even comes to, and you might have seen this in the organisation, I remember in being a culture that an admin assistant or a local staff cannot write to the Director."</p>	"We know there is a problem in running together, avoiding silos approach integration is something that everybody is talking about pushing through work across clusters, work across departments, work across offices, the three levels."	<p>"the environment is such that he's nurturing that culture of being creative and innovative in terms of approaches and he's not limiting people to what we conventionally knew about the organization,"</p> <p>"people have the right tools to work with and in a very good environment that is conducive."</p>	

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10MPORG2	"... it was a conscious way then it can be encouraged in an organisation."		<p>"is the person willing to accept that mistakes were made and you are the Leader and eventually you still take the responsibility of whatever mistake happened because you had already made a conscious decision that this is how we work"</p> <p>"Sometimes when things go wrong nobody wants to and the Leaders run away by blaming the...that is actually what discourages the people because if there is a mistake then and you are being blamed next time you don't want to even volunteer and be part of a process"</p>		<p>"There is a lot of change of mindset in the leadership to appreciate that no matter whoever is in the organisation, they have something to contribute."</p> <p>"in fact I was telling the HR that we need to start thinking about mixing even when we are employing let's mix in-house grown staff plus the staff coming from outside the organisation because the moment you do that then you have that cross-fertilization and you break some of these things and then people can. "</p>	<p>"They actually do the presentation on their own, you will just give a topic and you come and present and they get to ask questions, gain their confidence and then they improve on their presentation, they improve on the subject matter expectation, it is working."</p>

INTERVIEWEES	MANAGERS' PERCEPTION OF COLLECTIVE LEADERSHIP PRACTICE	DIFFERENT PERSONALITY AND BEHAVIOUR WITHIN THE TEAM	STRUCTURE OF THE ORGANISATION AND THE ACCOUNTABILITY	DISCORDANCE WITHIN THE TEAM AND BETWEEN ORGANISATION'S DEPARTMENTS	CHANGE OF MIND-SET AND ENABLING WORKING ENVIRONMENT	CAPACITY BUILDING AND ENACTMENT OF A COLLECTIVE LEADERSHIP PRACTICE FRAMEWORK
11MPORG3	<p>"For me, what I will take in for this Collective Leadership, role is just a part but also doing the work is a part, issues like delegation of tasks and delegation of authority is part of Collective Leadership."</p> <p>"For me, what I will take in for this Collective Leadership, role is just a part but also doing the work is a part, issues like delegation of tasks and delegation of authority is part of Collective Leadership."</p> <p>"You know for me I think it is a combination of the three. It is a combination of these three because leadership is about communication, it is about listening, and it is about sharing information so I would take all these ingredients as part of Collective Leadership approach."</p> <p>"I think the topic is a very good. Collective Leadership which is very good especially in our organisation whereby we tend to talk the theory, but we do not do the practice we don't walk the talk."</p>	<p>"Also what is causing that, even the staff members in different clusters: the attitude. Others, they are willing to come together and come on a decision; others are not willing. So, you find that the cluster Leader is willing to bring three or four people together but even the people themselves, they are always upsetting themselves, they are always away, they are always requesting for excuses."</p> <p>"Sometimes it is the attitude, the approach people have been brought up."</p>		<p>"It is just being written on the organisation's assembly resolution and whatever, but nothing is really being practiced so I think this is because it is easier to talk Collective Leadership but implementing it, it goes beyond an individual."</p>		<p>"Another approach, it can be through sensitization and refresher training; not only focusing on Collective Leadership but we include a session like through briefing"</p> <p>"Another approach can be to include it like online training and then offer certificate, online training like through these online training done by SDL; so that people can have some course and even if they get certificates especially those who are aspiring to get Managerial positions."</p> <p>"It is like a reference guide whereby if it is like orientation of WRs, orientation of staff in the country offices you can use it that this is what is expected."</p>

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12MPORG1	<p>"So, it has brought unity, if I may call it so, it has brought teamwork. It has made people to think in the same direction."</p> <p>"To me the impact is very huge in the sense that with Consultative Management everybody feels part and parcel of the decision that has been made and they feel they should be able to achieve what you set for yourselves."</p>		<p>"My belief is that it again boils down to the leadership that you have in an organisation, because if the leadership promotes people based on merit, promotes people based on openness and fairness, I think that it will create an environment where people do not necessarily think that something happened because of other reasons."</p>	<p>"There are a few people who may not be seeing the same direction that you are seeing as the Leader of the team and despite may be discussing and trying to persuade them to take the cause that you think is necessary, it may become a little bit difficult."</p> <p>"If they are not completely persuaded by what you think should be done or by virtue of being a human being and sometimes, they have their own weaknesses, you may find challenges pulling through with some people."</p>	<p>"You need to have a place where people can sit with that good environment. For example, you don't call for a meeting in a dingy room where others will be standing, and a few people will be seated. You need everybody comfortable; you need everybody to be seated. So, you also will have refreshments either during or after the meeting."</p> <p>"Moreover, the staff also needs to be motivated with equipment, for example to take notes during the meeting or to present a particular matter that they have been given to do so you expect for example that you have motivated your staff, you have enabled them with equipment like to have a laptop to have the Internet where they can be working throughout."</p> <p>"I mean the environment one is working in the sense that if the environment itself is poisoned, then obviously that will not be a good thing; I mean a good place to work in."</p>	

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13MPORG5	"Now that perspective, I would actually support that, involving all the three (3) aspects, as you have rightly indicated, there would be need for somebody to play the coordination role but it's really coordination, not a situation whereby somebody is lecturing people"		"There is the Structure but also the Organizational Culture, if it encourages open discussion or if it does not"	"We evacuated for treatment too late and of course what that does is that it shows every other staff that the organization does not care and also increases the lack of trust." "the Organisation did not have Programs for ensuring that they kept on updating their knowledge, with time, they lose all those skills and knowledge so we think that the incompetence that probably she might have seen it is not the full responsibility of the individual but shared responsibility of the organization, because the organization was there."		"You have talked about, programs on emotional intelligence and you have also mentioned that there should be a leadership mentorship program." "That kind of framework would be, would be good and actually, it's like, you remember it's like the organisation manual." "But now that kind of Manual, Operational Manual on Collective Leadership with again going into the details so that the Managers can refer to it, from time to time."

Table 19: Matrix of quotes by theme by interviewee

Appendix H

Scope of the COLLEAD practice framework

The proposed framework has three objectives: (1) compliance (adherence to COLLEAD practice); (2) operations (efficiency of general and operations management), and (3) sustainability (team effectiveness and organisation sustainability).

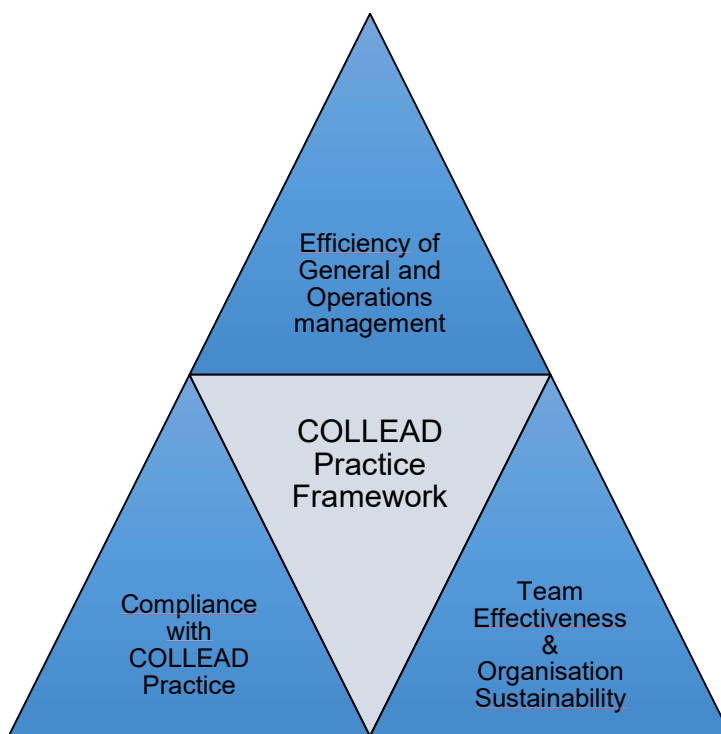


Figure 18: Objectives of the framework for COLLEAD

Effective COLLEAD practice will help managers to:

- Identify team members' talents; (see *Codebook*, category: "Individual issues related to COLLEAD practice").
- Share leadership roles within the team; (see *Codebook*, category: "Team Development")
- Enhance coordination within the team; (see *Codebook*, category: "Team Development")

- Promote adherence to the organisation's standards; (see *Codebook, category: "Team Development"*)
- Develop trust, respect, and fairness within the team; (see *Conceptual Framework to facilitate COLLEAD practice (Chapter 2): "Affective Process"*)
- Create conditions for collaboration, mentoring, coaching, partnership, and networking; (see *Conceptual Framework to facilitate COLLEAD practice (Chapter 2): "Effective Leadership Process"*)
- Solve problems and implement organisation projects efficiently; (see *Conceptual Framework to facilitate COLLEAD practice (Chapter 2): "Effective Leadership Process"*)

Principles of the COLLEAD practice framework

The COLLEAD practice framework comprises four main elements that are supported by some principles. These principles derive from the conceptual framework to facilitate COLLEAD practice in chapter 2 of this paper and from the codes developed during the analysis of the information provided by interviewees (see Codebook in Appendix G).

- (1) The Impact is about the effective use of COLLEAD practice for efficient team and organisational sustainability.
- (2) The Outcomes that are essentially about managers and team members for efficient leadership and related processes.
- (3) The Outputs: capacity building and a conducive working environment are needed for the effective use of COLLEAD practice within teams and across the organisation.
- (4) The Inputs and Processes that are mainly about the key conditions and enabling factors (including processes) that the manager or the organisation needs to put in place to practise COLLEAD for team efficiency and organisational sustainability.

Roles and responsibilities of the organisation, managers, and team members

The organisation is represented by its executive management team, managers and team members who have a role and a shared responsibility in the implementation of this framework.

The organisation:

- The executive management team is responsible for providing leadership and direction to leaders/managers. It must review the leadership capacities of leaders/managers to achieve the organisation's objectives.
- The executive management team seconds the general programme management department to put in place key performance indicators that result in continuous monitoring of the leaders'/managers' performance in terms of COLLEAD practice. It champions the human resources management department to establish policies and standard operation procedures on the practice of COLLEAD.
- Furthermore, the executive management team supports the internal oversight department (IOD) in its duty of ensuring that compliance with COLLEAD's policies, principles, and procedures is followed.
- As part of their duty, the internal oversight department selects and develops control activities to assess the leadership quality and the capacity of leaders/managers in the application of COLLEAD practice during programmes implementation. They highlight deficiencies and make recommendations to the executive management team on how to improve leaders'/managers' and team members' capacity in COLLEAD practice.

Leaders/managers:

- Leaders/managers play an important role in this framework. They are directly involved in its implementation. To this end, they are accountable to the executive management for the successful implementation of this framework.
- The leader/manager is responsible for ensuring that all team members are aware of the policies and procedures of COLLEAD.

- Leaders/managers provide leadership and direction to team members by increasing/consolidating the values, standards, and accountability required in the COLLEAD framework.
- Leaders/managers, in collaboration with their team members, manage risks pertaining to COLLEAD practice. As such, they coordinate the exercise of risk identification and management.
- Leaders/managers are also expected to communicate to the executive management risks that could prevent from practicing COLLEAD.

Team members:

- Members of teams are responsible for being fully involved in and practising COLLEAD. They have a duty to comply with the principles of the COLLEAD practice framework.
- They are also expected to fully collaborate with the supervisor in the implementation of the COLLEAD practice framework.
- They must communicate to their supervisor any problems they could encounter and any risks that can threaten the smooth practice of COLLEAD.

The table below shows the principles as well as the leading person for each principle and the reference document/tool that can facilitate the implementation of the framework. These principles were generated from the coding of the information provided by the interviewees (see Codebook in Appendix G, and the themes developed and presented in chapter 4 of this paper).

Principles	Leading person	Reference document / tool
Leadership process: leadership process is well established and constitutes the basis for COLLEAD practice within the organisation.	General Programme Management Department	The organisation's strategic document on leadership practice
Leaders/Managers and Team Members: there are policies in place to have, in the office, talented staff members to support team / organisation development.	Human Resources Management Department	The organisation's rules and regulations on leadership practice
Team Development: leaders/managers implement the process of creating a more	Leaders/Managers	Team development policies, &

Principles	Leading person	Reference document / tool
advanced group of people working collectively and adhering to regulations and procedures. During this process, there must be clear segregation of duties and roles, a clear plan of activities, regular meetings.		Standard Operating Procedures (SOPs) on COLLEAD practice
Team Management: standards are in place to coordinate the work of the team members; identify new ways of working; assess team members' capacity in performing COLLEAD and provide feedback regularly; reward team members.	Leaders/Managers	Team development policies & SOPs on COLLEAD practice
Organisational Structure / Management and Leadership skills: the organisational structure including roles, reporting relationships and assignment of responsibility is clearly defined and individuals within the organisation are fully aware of it.	Human Resources Management Department	The organisation's strategic document on leadership practice
Communication: a sound communication strategy including information flow within the team / organisation exists, and that forms the basis for the interactions among team members. The exchange leader-team must prevail.	Human Resources Management Department	The organisation's strategic document on leadership practice Communication strategy
Affective process: standards are in place to promote trust, respect, and fairness within team in order to practice COLLEAD within the team / organisation.	Human Resources Management Department	The organisation's rules and regulations on leadership practice
Managers and team members are capacitated to use collectivist approach: capacity-building activities are initiated and organised taking into account the collectivist approach in implementing a project.	Human Resources Management Department	The organisation's staff development and learning policy document
Conducive working environment for quality COLLEAD practice: the conditions at work are favorable for managers and team members in order to increase efficiency, productivity and job commitment. This will create job satisfaction.	Human Resources Management Department	The organisation's strategic document on leadership practice, & SOPs on COLLEAD practice
Adaptability / Flexibility in COLLEAD practice: Adaptability and flexibility options must be developed for COLLEAD practice. This will increase managers and team members' capacity regarding how to address the challenges that will come out while practicing COLLEAD.	Human Resources Management Department	The organisation's strategic document on leadership practice, & SOPs on COLLEAD practice
A culture of acceptance: there are policies and procedures in place to make individuals (managers and team members) accept their responsibility in relation to the exercise of their functions within the team and during COLLEAD practice.	Executive Management Team	The organisation's strategic document on leadership practice
Manager's and team members' capacity strengthened to apply COLLEAD practice: managers and team members having the capacity to use COLLEAD practice are available for project delivery.	Human Resources Management Department	The organisation's staff development and learning policy document

Principles	Leading person	Reference document / tool
Increased team efficiency as a result of COLLEAD practice: Teams work well with no waste of time or money in order to produce quality services; this increases their reliability and hence the organisation's performance.	Leaders/Managers	SOPs on COLLEAD practice
Improved and shared accountability in COLLEAD for organisational sustainability: There should be policies in place regarding the responsibility of managers and team members vis-à-vis their actions within a project. All must be aware that individual accountability exists therefore they are expected to explain their actions when called upon.	General Programme Management Department	The organisation's strategic document on leadership practice, which includes an individual accountability framework
Organisation knowledge management: elements of organisational learning must be established, and they must include individual learning and processes in place for running the business. A culture of continuous learning and improvement must prevail, and there must be a knowledge management system within the office. This can be assessed based on the criteria stated above. Furthermore, it will improve managers' and team members' existing skills and hence contribute to the development of their competencies.	Human Resources Management Department	The organisation's staff development and learning policy document
Change of mind-set: Relevant and quality information is generated, and regular briefing sessions are organised concerning COLLEAD practice to support managers and team members.	The Human Resources Management Department	The organisation's staff development and learning policy document

Table 20: Leading person and reference document for each COLLEAD practice

Management of COLLEAD practice activities

The organisation must put in place a committee that monitors and assesses the application of COLLEAD practice.

Concerning the oversight task, the IOD establishes several control activities in view of evaluating the efficiency and the effectiveness of the performance of managers in COLLEAD practice.

Some examples of control activities are highlighted in the table below. The domains are related to the categories identified during the coding of the information provided by

interviewees (see Codebook in Appendix G) and are related to the themes presented in Chapter 4 of the paper.

INPUTS / PROCESSES

Domains		Control activities
Leadership process	1	The team is following processes established by the organisation for COLLEAD practice
	2	All team members are included in the process of COLLEAD practice
Leaders/manager and team members	1	The manager meets the organisation requirements in terms of leadership skills
	2	Talented employees are in place
Team development	1	The process of creating a team is followed
	2	Regulations and procedures are followed to put in place a team for a given project
	3	Segregation of duties available and employees are informed
	4	Roles of team members clearly defined
	5	Workplan developed and implemented in view of the organisational goal's achievement
	6	Regular coordination meetings taking place
Team management	1	Coordination meetings take place
	2	New ways of working identified
	3	Employees' performance is assessed according to the organisation policy on COLLEAD practice
	4	Leaders/managers' performance assessed through 360° approach
	5	Mechanism to provide regular feedback exists
	6	Rewarding system exists and is functioning
	7	Employees are rewarded
Organisational structure / Management & leadership skills	1	Existing organogram clearly defines reporting relationships
	2	Employees' post description is up to date and describe their role and function
Communication	1	Mechanism in place for efficient internal communication
	2	Information flow chart available
	3	Team members receive information from leaders/managers, the general programme management department, and the human resources management department
	4	One to one meeting take place
Affective process	1	Employees' satisfaction survey takes place

Table 21: Control activities for inputs/processes

OUTPUTS

Domains		Control activities
Leaders/managers and team members are capacitated to use collectivist approach	1	Leaders/managers and team members have completed survey
	2	Leaders/managers and team members have been trained on collectivist approach
Conducive working environment	1	Assessment of working environment once per year
	2	Employees' job satisfaction survey
Adaptability / Flexibility in COLLEAD practice	1	SOPs available for COLLEAD practice
	2	Consultation with other employees takes place
A culture of acceptance	1	Accountability framework available and followed by all employees (leaders/managers and team members)
	2	Employees ready to take responsibility

Table 22: Control activities for outputs

OUTCOMES

Domains		Control activities
Leader/manager and team member capacity strengthened	1	Leaders/managers and team members are able to apply COLLEAD during project implementation
Increased team efficiency	1	Services are delivered in a timely manner
	2	Cost benefit analysis undertaken
	3	Service delivery survey undertaken
Improved and shared accountability	1	Accountability framework available
	2	Employees are informed on their role and responsibility when they are designated to take part in a project
Organisation knowledge management	1	Business processes available and known by employees
	2	Employees are engaged in individual development activity
	3	Knowledge management system available
	4	Register of papers written by employees
Change of mind-set	1	Survey undertaken with regards to employees' perception of COLLEAD practice

Table 23: Control activities for outcomes