

AN ENQUIRY INTO CULTURAL INFLUENCES ON  
LEADERSHIP IN HIGHER EDUCATION:  
COMPARING THE EXPERIENCES OF BUSINESS SCHOOL ACADEMIC LEADERS  
IN MALAYSIA AND THE UNITED KINGDOM

by

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## ABSTRACT

There remains a relative lack of research into higher education leadership generally, and very little in a cross-cultural context. The research that does exist includes the work of authors such as Floyd (2012) in the United Kingdom and Saylor et al (2019) in the United States who have charted the experience of higher education leaders. In the cross-cultural field, the GLOBE study (House et al, 2004) has advanced our understandings of leading across cultures in the world of business but is silent on higher education.

This current thesis contributes to this under researched area by focusing on the cultural influences on leadership in higher education, considering two business schools, one in Malaysia and the other in the United Kingdom. The GLOBE (House et al, 2004) understandings of culture and leadership, alongside the Grønn (1999) career model were used to frame the development of an understanding of the cultural influences on the leadership journey in higher education, and to get a sense of any differences between the Malaysian and United Kingdom settings.

Data have been gathered and analysed to surface cultural influences on the leadership journey.

Twenty-eight academic leaders, fourteen at each business school, were asked to complete a pre-interview questionnaire. This was followed by a series of semi-structured, biographical interviews, to explore academic leaders' understanding of the cultural influences upon their personal leadership journey, and to also discern whether there was evidence of a shared academic sub-culture across Malaysian and British academic leaders.

Findings demonstrate that the experiences, attitudes and perspectives of academic leaders are largely different to those of business leaders in the Southern Asia cluster for Malaysia, and the Anglo cluster for the United Kingdom, when compared against the GLOBE Cultural Dimensions (House et al, 2004). In the nine Cultural Dimensions articulated by House et al, the academic leaders in Malaysia and the UK only aligned with three, these being Power Distance, Assertiveness and Human Orientation. The greatest differences between them were detected as Institutional Collectivism,

Performance Orientation, Uncertainty Avoidance and Gender Egalitarianism. The Malaysian and United Kingdom academic leaders differed between themselves on Future Orientation and In-Group Collectivism.

There was strong alignment in regard to family being the primary influence for both groups of academic leaders, with other key people also being significant, demonstrating congruence with the Gronn and other models' perspectives on career journeys in compulsory education. There was weaker adherence to the later stages of the Gronn career model as higher education leadership is typified by episodic interludes of leadership in what is an elected system and term of office. Key moments were important and resonated with the notion of Floyd's (2012) 'turning points.'

One of the primary insights was the finding that there is an academic sub-culture which has been characterised in this work as consisting of two pillars, *Belief in Education*, and *Responsibility*. Both terms represent several component elements and are integrated within the current author's own proposed *6 C Ascendance to Higher Education Leadership* model which acknowledges the existence of an academic sub-culture and describes the leadership journey for academics, articulating the episodic and largely undesired nature of leadership.

It is hoped that this work will be the starting point for deeper and wider enquiry into higher education leadership, and that the nascent sub-culture and the leadership model (the author's proposed *6 C Ascendance to Higher Education Leadership* model) will stimulate a future research agenda as well as inform the practice of developing academic leaders.

## PREAMBLE

‘There are these two young fish swimming along, and they happen to meet an older fish swimming the other way, who nods at them and says, “Morning, boys. How’s the water?” And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes, “What the hell is water?”’

David Foster Wallace (2009: 3)

This work originated from my practice as an academic at a UK university involved in collaborative activity with a Malaysian university partner. From my own professional life, questions started to form, and ideas began to take shape. While this research is not about my practice *per se*, it is true to say that my familiarity with the context of transnational education, and the UK-Malaysian area specifically, over several years has both encouraged my reflection and enabled access to Malaysia and Malaysian academics in a way that may not have been possible otherwise.

My current workplace is a public post-1992 UK university (still sometimes referred to as ‘new’) and our partner in Malaysia is a private university. Notwithstanding the Ethics elaborated elsewhere in this thesis, it is important at the outset to make clear that the case study institutions are neither the place I work at, nor the Malaysian partner I work with. The anonymised UK institution, called UKU, is one of the 24 research-intensive public Russell Group universities in the United Kingdom while the anonymised Malaysian institution, called MYU, is a public institution of similar standing in Malaysia.

Aside from research intensity there are certain structural elements that make these ‘older’ universities stand out, most relevant here being the nature of school management elected for a term of office from the faculty. While this has the appeal, at least on the surface, of democracy and collegiality, and seems mostly in the spirit of the academy, it does suggest an inherent unpreparedness for leadership.

Most Business Schools are multi-million-pound businesses and so this way of choosing leaders seems a little anachronistic. When Business Schools lay claim to expertise that can light the way on leadership, this seems somewhat cavalier if not disingenuous.

So, how do academics, hired for their abilities to research and teach, become leaders in higher education? Is it in a similar way to the process for teachers in compulsory education, also hired for reasons other than leadership potential? Are there cultural factors that cause someone in education to step forward and become a leader? Are academics themselves a definable cultural sub-group and, if so, can the implications of this be better understood?

Armed with a little knowledge, and many questions, my doctoral journey begins . . .

## **THIRD PARTY**

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Of all the influences we identify as pivotal, those of parents are the clear primary. I am no different. My parents have been a source of endless support, praise and encouragement and, in completing my doctorate, I feel I have finished a journey of education that they were unable to. Thank you for everything, over all the years.

Finally, I started off wondering if I was good enough – and found it has a label called imposter syndrome. In talking with academics from around the world, I find I am not alone in doubting, or in questioning what has brought me to where I am. That there is this commonality and shared experience is a comfort, for if I am an imposter, then I am not the only one.



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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Introduction

Understanding leadership in Higher Education has never been more important as universities continue to expand beyond education institutions to corporations which include several commercial, subsidiary and research-related spin offs. Even before the complex and generational challenges presented by Covid-19 and changes following Brexit, the Higher Education Policy Institute (HEPI) was warning universities that ‘change is coming’ (Beech, 2018: 1). At the time, HEPI identified internationalisation, technology and changes to delivery of education as well as domestic political developments as the ‘challenges of our time’ (Beech, 2018: 2). If anything, the volatility has intensified as, for example, Covid-19 pushes the technological change (Universities UK, 2020: 1).

As Beech (2018: 2) observes, ‘leadership matters in Higher Education and, now more than ever, it matters that we do it well.’ Much of the existing academic enquiry into higher education leadership is based on business theory with ‘the justification given for the relevance of corporate research is that HEIs are multi-million-pound businesses and so must be led as such’ (Lumby, 2012: 4). Whichever theoretical lens is used, enquiry into Higher Education leadership remains scant. Exceptions who have made significant intellectual contributions to thinking of Higher Education leadership include Bryman (2007, 2009) and Middlehurst (1993) as well as those often initiated by the former Leadership Foundation for Higher Education including Bolden et al (2012), Lumby (2012) and Floyd (2012).

The significance of internationalisation to UK Higher Education also cannot be overstated. In a landscape of uncertainty, including the immediate inability to move around the world due to Covid-19, transnational education, including branch campuses, is emerging as a key strategic response to a transforming world. As the Higher Education Policy Institute found, ‘Internationalisation is a core component of UK higher education’ (Beech, 2018: 1), and they identified five key elements:

- ‘many UK universities rely on income from international ventures as well as the diversity that overseas students bring to their campuses
- most wish to attract and retain overseas talent
- many collaborate with institutions elsewhere in the world
- some engage internationally as part of a wider institutional commitment to social responsibility, and
- others have, or seek to establish, branch campuses overseas’

(Beech, 2018: 1)

Internationalisation is a core component of higher education, but successfully doing business overseas, with different traditions and cultures, requires consideration of intercultural aspects of leadership, something that is seemingly lacking.

Hofstede’s seminal work ‘*Culture’s Consequences*’ in 1980 initiated research regarding intercultural leadership within business, yet more than forty years later, university thinking on internationalisation still seems naively preoccupied with expansion, apparently without reflection on leadership. As a genuinely global enterprise, education does not have available a cross-cultural examination of leadership. Even the largest study to date, the GLOBE study (House et al, 2004) did not consider education generally, or Higher Education leadership specifically.

While leadership research has progressed regarding compulsory-level education, it has been largely ignored or under-researched in Higher Education. Even well-established and respected notions, like the career model of leadership espoused by Gronn (1999) for compulsory education have not been applied widely in Higher Education, and never in a cross-cultural setting.

Some theory on Higher Education leadership is emerging, led by authors such as Floyd (2012) in the United Kingdom and Sayler et al (2019) in the United States, but these are relatively solitary voices in the field, and although their work is important to establish and legitimise further enquiry, they do not step beyond the nation state to determine any cross-cultural factors in an increasingly globalised Higher Education world.



### 1.1.1 The Higher Education Landscape

In the United Kingdom, the 1992 Further and Higher Education Act is often noted as the moment that 'new public management' changed the higher education landscape; however, it was actually its predecessor, the 1988 Education Reform Act that more clearly began the process of higher education responding to the government agenda, and specifically linked funding to an annual planning and funding cycle commensurate with a management approach imitating the market, but with a single customer, the government, who set all the rules (Jenkins, 1995). As Griffith (in Jenkins, 1995: 17) noted, it was 'not so much an invasion of the relative and modest amount of autonomy enjoyed by universities and their academic staff. It is an almost total usurpation, a dissolution of the university system comparable to the dissolution of the monasteries.'

It was the 1992 act that made many polytechnics universities, but while that conferred a new title on these institutions and gave their leaders the right to call themselves Vice-Chancellor, it created a crisis in identity which persists today as the university became more polytechnic-like, a 'work-oriented, commercial institution, run as a public corporation under Government regulations rather than as a collegium of scholars' (Jenkins, 1995: 17). The irony here is that much of this may be unintended consequence, as Thatcher herself observed: 'Many distinguished academics thought that Thatcherism in education meant a philistine subordination of scholarship to the immediate requirements of vocational training. That was no part of my kind of Thatcherism' (Jenkins, 1995: 17).

Around a generation later, it is the product of this intervention, itself reproduced across the world, that had created a central crisis of identity in the Higher Education system where universities, apparently no longer a collegium of scholars, have seemingly also not yet reconciled themselves to a new public management system of leadership.

Why this matters is because, in 2021, the ideas that universities and their scholars are seemingly still wrestling with may already be out of date. Van Ameijde et al (2009: 764) acknowledge the work of Birnbaum (2000a, b) in observing 'quite often the 'solutions' derived from the private sector which

Higher Education institutions have tried to implement were based on principles and approaches derived from out-dated ideas and management fads which have already been abandoned in the sector from which they originate.’ When universities are often themselves the origin of such novel management ideas, that does seem puzzling. Today, universities are subject to increasing demands to produce data to ‘prove’ their worth to the government and agencies of government.

‘The university is in a most troubling position. Transparency has become our poor substitute for truth; and raw Information has supplanted the curiosity-driven demands for critical knowledge that are the primary concern of a serious university . . . the demand for Transparency and Information is now so axiomatically dominant that the proper activity of the university is increasingly carried out in a rather less visible, even surrogate fashion. In short, there exist at least two universities within each institution: an "Official" one and a "Clandestine" one. And it is in the Clandestine University that we find scholars and students who hold on to the idea of what a university is for, while the Official University, acting in conformity with the society's governing norms, shows no concern for those fundamental values or principles’ (Docherty, 2011: 36).

What is interesting in Docherty’s analysis is that universities have, consciously or otherwise, sub-divided themselves into an outward facing ‘official’ part, which answers all the various demands on the institution, and the ‘clandestine’ part where the ‘real’ university work goes on protected from the outside world. Or, perhaps, the collegium of scholars has retreated to the business of authentic academia, leaving the official outward-facing work to others. Regardless of whether or not the information gathered is of value, decisions are being made in universities about how to respond to these requests for information, and how to run the institution – and so who is making these decisions?

The increasing demand for information is presumably justified by government and their agencies as attempts to drive efficiency and ensure value for money but, as Mabey and Mayrhofer (2015: 11) observe, that may actually not lead to the outcome desired as ‘the attempt to impose a New Public Management philosophy upon university faculties with the intent of increasing efficiency, monitoring output and driving up institutional reputation . . . runs a real risk of creating the opposite.’

In one sense, this multiple personality response to demands on universities is understandable. In the centuries-old traditions of universities it is only relatively recently that such demands have been placed upon them. As Docherty (2011: 36) observes:

‘In the 1980s, with the rise of a neoliberal economic agenda and its emerging orthodoxies, US News & World Report started to produce university rankings. Overnight, the university was subject to the Chicago School economic mantra that “science is measurement”: its real existence was reduced to only those things that could be measured as commodities.’

As increasing numbers of metrics are invented and imposed to measure, and thus enable ranking, of institutions, programmes and modules, there must surely come a point when reflection takes hold and the increasing atomisation of universities into quantifiable elements for the purpose of measurement is questioned. What is being measured? Does it have a value? Perhaps this is what Docherty is describing, some parallel universe, a zero-sum game where everything is measured, and ranked, and increasingly means nothing, against a learning institution operating in secrecy where knowledge happens. So, who leads in this context? Docherty elaborates:

‘Senior managers are condemned to live in the official realm, conjuring facts and figures that have absolutely no bearing on, or even interest for, the academics who keep the university alive. The clandestine academic exists in the interstices of officialdom and has to remain in the shade because the university is in grave danger of being betrayed’ (Docherty, 2011: 36).

Thus, senior university managers are managing ‘out’, divorced or distanced from day-to-day academic affairs, and busy doing so to protect the institution from what Mabey and Mayrhofer (2015: 8) describe as ‘the preoccupation with quantifiable targets, league tables and auditable data’. They suggest that this leads some to describe the modern university as paranoid-schizoid. If it is accepted that senior university figures are ensuring that the correct data are supplied in the correct way and time to the relevant agency of government, then what of the faculty? While senior university figures are busy elsewhere, it would seem the faculty is resigned to forwarding learning opportunities in isolation apparently without support for their endeavour. Thus, aligning with the Docherty vision of an outward-facing institution and a working-inward body.

‘Perhaps most surprising – given their professional autonomy, investment in critical traditions and membership of trade unions – was the inability or unwillingness of academics at this school to resist the inexorable march of a managerialist agenda’ (Mabey and Mayrhofer, 2015: 8).

As seen above, the university is under ever-increasing scrutiny which leaves the relative absence of enquiry into its leadership problematic. Whatever the role of leadership, be it protecting the university from interference by delivering compliance on requested items of inspection, or perhaps something more meaningful, the absence of introspection must now be addressed.

### 1.1.2 The Higher Education Context in Malaysia

In 2019, the United Kingdom Quality Assurance Agency (QAA) visited Malaysia as part of their Country Report Series (QAA, 2020a) and this provides the most recent authoritative overview of the higher education context in Malaysia. Their report was developed by the Malaysian Qualifications Agency (MQA) and the Department of Higher Education. To summarise the institutional picture:

‘The Malaysian higher education sector comprises public and private higher education institutions, each sector enrolling about 670,000 students. Public higher education comprises 20 public universities enrolling over 550,000 students; 30 public polytechnics with about 96,000 students; and 80 public community colleges enrolling about 26,000 students. Private higher education institutions include 47 private universities enrolling about 330,00 students; 11 branch campuses of foreign universities enrolling over 27,000 students; 33 university colleges with approximately 90,000 students; and 347 colleges with approximately 220,000 students.’

(QAA, 2020a: 4)

Five public universities in Malaysia have been designated as research universities (QAA, 2020a) and it is one of these that provides the Malaysian case study (hereafter called MYU) for this thesis, as MYU is largely consistent in terms of having a research-focus that is generally equivalent to the Russell Group university which provides the United Kingdom case study (hereafter called UKU).

Malaysia is one of the most significant transnational education destinations in the world, especially for UK degree awarding bodies. Over half of all non-local programmes in Malaysia lead to a UK degree level qualification from a UK degree awarding body (QAA, 2020a). If distance learning and the Oxford Brookes’ ACCA partnership is excluded, Malaysia is the largest host country for UK

transnational education (QAA, 2020b). It is important to note that transnational education is primarily a feature of the private higher education system in Malaysia, and thus beyond the scope of this current study.

Contextually, transnational education in Malaysia developed ‘to meet a rising higher education demand as the government, in the late 1990s and early 2000s, sought to increase higher education participation while at the same time aiming to support the development of local higher education through capacity building and knowledge transfer’ (QAA, 2020b). Part of that capacity building includes Malaysian government sponsorship of academics for postgraduate study.

### 1.1.3 Business Schools

This work explores the role of leadership at the level of school or faculty, focusing on Business Schools. This is for three reasons: first, most universities have a Business School as a unit which eases comparability; second, because Business Schools make a valuable financial and academic contribution to the university as a whole, this gives them the impact of size and influence; and third because, as the newest unit of most universities, the way they work is still evolving:

‘The relationship between universities and their offspring business schools has been played out over the last half century with a degree of predictability. Starting as experimental children in an untested marketplace, they then grew rapidly to become . . . assembly-line cash-cows’ (Mabey and Mayrhofer, 2015: 2).

Assembly-line cash cows somewhat understates the impact of Business Schools. There are challenges with capitalism, and while that certainly cannot be put solely at the door of Business Schools, it also cannot be entirely removed. Business Schools have been described at one extreme, by Business School insiders, as ‘a cancerous machine spewing out sick and irrelevant detritus, justified as “practical” and glossed as “business relevant”’ (O’Doherty and Jones, 2005: 2).

While this study does not hold with such a pessimistic worldview, these voices cannot be ignored. Part of the fear must be that, as the world changes, Business School leaders are themselves not changing quickly enough, and seem to still be implementing a managerialist agenda dating from the 1980s when

apparently world events such as the financial crash of 2008 or more recent crises are not recognised enough as important, worthy of reflection and of resulting alternative action. If Doherty's analysis is accepted that Business School leaders are somewhat isolated or adrift as their own managers contend, does this mean that they lack power?

'Three issues substantially contribute to the difficulties faced by business schools: inadequate theorising about leadership; a failure of nerve concerning the centrality of moral values to sound leadership; and impoverished curriculum design when it comes to the teaching of and learning about leadership' (Mabey and Mayrhofer, 2015: 3).

The fact that there is a paucity of research on leaders and leadership at Business Schools around the world is a regrettable oversight by the academy. How can those who profess leadership do so without taking the time or trouble to reflect on their own leadership?

Business Schools are estimated to contribute £13 billion to the UK economy and host one-third of all international students to the UK (WBS, 2018). Business Schools around the world make great claims about their ability to develop the leaders of tomorrow, and therefore would seem the most appropriate case studies to consider in a doctoral study concerned with leaders and leadership.

There is much academic debate about whether leadership as a construct can actually be taught in the classroom (McDonald, 2017) and also about the kind of leaders Business Schools have produced, particularly in an era where corporate reputations are strained and where the very foundational concept of capitalism is being challenged as a model for which to better society. Despite all this debate and discourse, unusually, the lens is rarely turned inward (Middlehurst, 1993; Bryman and Lilley, 2009). What kind of leadership is in evidence in Higher Education around the world? With academics at the very cutting-edge of paradigmatic thought, the areas of management and leadership of Higher Education, particularly of Business Schools, provide case studies worthy of development and discussion.

#### 1.1.4 The Global University

If leadership in Higher Education is worth exploring, it is reasonable to extend this enquiry into a global setting – just as corporations operate in different parts of the world so do many universities, either in terms of partnerships developed with other institutions to deliver programmes, or research, or other types of collaboration. Even if a Higher Education institution genuinely has no international ties of research or programme delivery, which is rare, alumni are evidence of the global network, and therefore influence, of Higher Education in the modern age. Who chooses to lead these institutions, and what is their motivation to do so? Business Schools are often independently multi-million-pound businesses that support or make a sizeable ‘contribution’ to the rest of the university. Business School leaders must presumably be *pragmatic* enough to work with Vice-Chancellors demanding their ‘contribution’, *savvy* enough to grow revenue while trying to maintain quality for teaching rankings, and *bold* enough to pursue research innovations.

Are these same pressures present throughout the academic world? There is strong evidence, from primarily the context of business (House et al, 2004) that culture influences the type of leadership demonstrated in different parts of the globe. How does this idea relate to the academy? There is a sense, in some quarters, that academics are a little detached, the implication being that serious thought can only happen in a ‘contextual vacuum.’ If academics are indeed detached from their colleagues in the nation or region, are they better aligned to their counterparts across the world or is the ‘contextual vacuum’ a global phenomenon? Do academics in different countries share more in common with each other than the non-academic working down the road? How does an academic, presumably recruited on research and teaching expertise, become a leader? Is the journey to leadership similar across different national contexts?

Starratt (1996: 3) believes ‘[t]hat we work as we live and have lived. How we react to situations will be coloured by our personality, by our personal history, by our cultural roots, by our class, gender, ethnicity etc.’ which would suggest that academics correspond well to their colleagues in other areas of endeavour in their nation, and not as an academic group set apart from the rest of society. The

cultural roots point aligns with the work of Gronn (1999) who describes a four-stage model of educational leadership, seated within a cultural context where personal experience is pivotal in driving later achievement. If there are major events or triggers throughout the lifetime of a Higher Education leader that brought them to leadership, presumably these can be charted, and thus compared with those of others. Floyd (2012) characterises these triggers as ‘turning points.’

This chapter introduces the current doctoral research undertaking that begins to surface cultural influences on academic leaders in a case study of business schools in Malaysia and the United Kingdom. Anyone with management tasks, including management of research, within their workload were classed as ‘academic leaders’ and the institutions chosen were research-intensive, Russell Group in the case of the United Kingdom institution, and of similar academic reputation for the Malaysian institution. These high-quality public institutions were selected on the assumption that a good university with good academic reputation would presumably be underpinned by good leadership driving that reputation.

UKU is a large, research-intensive university with around 30,000 students and 7,000 staff based in a large city outside of London, and with a full range of subject areas. MYU is also a large, research-intensive university with around 30,000 students and 2,200 staff based in a city outside of Kuala Lumpur, and with a full range of subject areas. UKU is a member of the Russell Group of universities, and MYU has similar elite credentials.

## **1.2 Antecedents of this Study: From Leadership Trait to Behaviour**

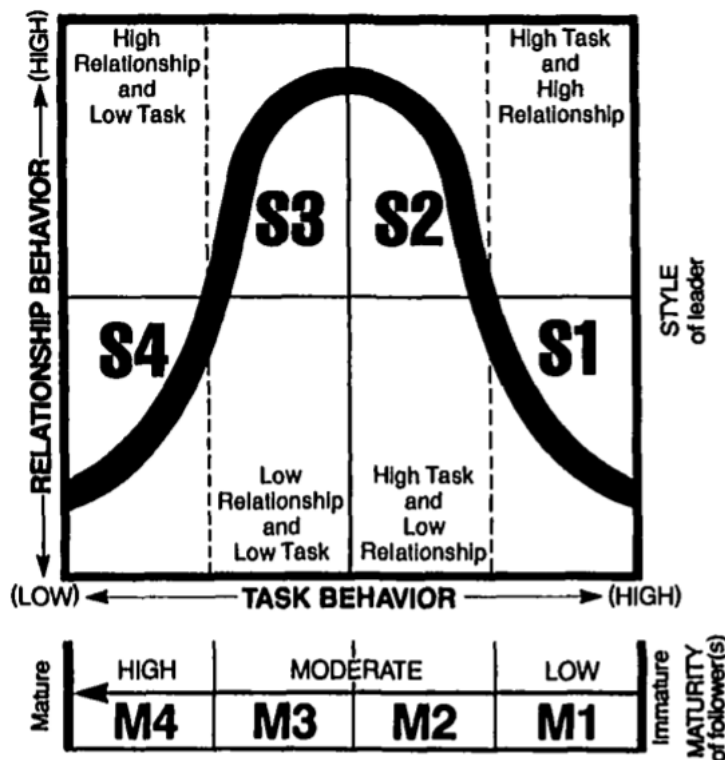
Interest in leadership has been in evidence for some time with universities in the mid-US states of Iowa, Ohio and Michigan initiating the scholarship of leadership.

The Iowa Studies (Lewin et al, 1939) were a series of early influential studies that established an understanding of and terminology to describe leadership – it was in this work that the vocabulary of authoritarian, democratic or laissez-faire leaders was devised. Lewin et al found that the democratic style was the most effective type of the three. This work started the conversation on different



leadership styles, and how those styles could provoke different reactions. In this way scholars began to analyse leadership more scientifically than the prior ‘trait’ approach had allowed.

As Bass and Bass (2008) noted, a number of reviews had identified that ‘the personality-traits approach had reached a dead-end’ and it was Shartle (1950b in Bass and Bass, 2008) who initiated the influential Ohio State Leadership Studies. The prominent factors that emerged from this series of studies were ‘consideration’ and ‘initiating structure’ with considerate leaders appreciating good work, the centrality of job satisfaction, and the need to treat employees as equals. The factor-type analysis emphasised the structure of initiation of work activity, why and how it should be done alongside clear communication. The emphasis of the former is on the person, or human orientation, with the latter on the job in hand, or task orientation.



**Figure 1.1.** Situational Leadership Curve  
Source: Hersey and Blanchard (1977)

Around the same time, Likert began the Michigan Leadership Studies (Likert, 1961) and found a similar ‘task-oriented’ or ‘relationship-oriented’ behaviour, as well as a ‘participative leadership style’, the latter of which sees the role of manager as more facilitative rather than directive.

These three highly influential studies spawned a new chapter in leadership as scholars moved their focus from trait to behavioural theories of leadership. One of the most interesting is the work of Hersey and Blanchard (1977) who incorporated the context or situation into the landscape drawn by the Ohio and Michigan studies: refer to Figure 1.1, above.

This describes how the relationship and task behaviour change over time, aligned with the maturation of the employee over time. The new employee at M1 does not want to and is not able to take responsibility. In the Hersey and Blanchard linear sequence, the mature employee at M4 is both able and willing to take more responsibility or be delegated to do so. It is a neat model and appeals intuitively. What is not clear is what would happen if a mature employee, say at M3, was content not to take on more responsibility, which may be a feature of academics.

Human behaviour, according to some (Song et al, 2010) is potentially ‘93%’ predictable. Whether a high degree of precision is always the case, Song et al (2010) argue the notion of predictability which gives confidence that the element in question is available to study. According to the Encyclopaedia Britannica (2019, Cultural Anthropology entry, this study’s emphasis) ‘**Culture**, as defined in Tylor’s landmark work of 1871, *Primitive Culture*, is **the part of human behaviour that is learned**. From cultural anthropology more than from any other single social science has come the emphasis on the cultural foundations of human behaviour and thought in society.’

If there is acceptance that human behaviour, including leadership behaviour, is in some way predictable, and that culture is a learned part of human behaviour, then it should be possible to explore and relate both leadership and culture at the same time.

### **1.3 Antecedents of this Study: Influence of Culture**

Dickson et al (2003: 730) state: ‘To say that there has been an explosion in the amount of research on leadership that includes a cross-cultural component is at this point almost cliché.’ Their observation is probably unarguable, apart from education where it has not been fully explored, with notable exceptions including the work of Walker and Dimmock (2002), or in Higher Education where experiences have not been captured.

According to Dickson et al (2003: 732) ‘much . . . of the cross-cultural leadership research to date has been focused on the issue of equivalence – determining whether aspects of leadership and leadership theory are ‘universal’ (etic) or are culturally contingent (emic).’ Debates on relativist and universalist views of the world and leadership can probably be traced back to the ancient Greeks. Peterson and Hunt (1997: 225) help position more recent academic intercultural leadership understandings: ‘In the 1980s . . . attention was being drawn to . . . the widespread recognition of the social impact of culture.’ Furthermore, noting the dominance of United States academics, the authors then unsurprisingly observe the influences of Bass (1990) and Dorfman (1996), as well as House and Wright – in press at the time of their writing, as providing ‘extensive recent reviews of international and cross-cultural leadership’ (Peterson and Hunt, 1997: 226).

This current study would respectfully identify the single most dominant academic of the modern era in terms of intercultural studies of leadership as Geert Hofstede (2001, 1980). In terms of national culture his 1980 ground-breaking survey at IBM in over 40 countries remains an important landmark of understanding and informs much of later theory, including the GLOBE Study (House et al, 2004).

Hofstede (1980) was the first to distinguish aspects of national culture that influence leadership in a manner that could be compared across different cultures. His original (1980) four dimensions of national culture are shown in Table 1.1, below.

**Table 1.1** Hofstede Dimensions of National Culture

Dimension	Definition
Power Distance.	Where differences in power and status are considered normal and worth maintaining.
Uncertainty Avoidance.	Where uncertainty is viewed as a threat to be avoided by rules, laws and other mechanisms.
Individualism.	Where the individual, their rights and rewards are preferred, as opposed to a Collectivist view of what is best for the group.
Masculinity.	Where more stereotypically masculine traits are in the ascendance, such as assertiveness.

Source: Hofstede (1980)

In that work, elaborated on in 1983, Hofstede explained that Malaysia scored very high (100) on *Power Distance*, is shown as a collectivist society (26) on the *Individualism* domain, has a low preference (36) for *Uncertainty Avoidance*, and shows no preference (50) on the *Masculinity* dimension, with results indeterminate (Hofstede, 1980; 1983). For the United Kingdom, his findings were that the *Power Distance* scores (35) were lower, suggesting a preference for minimising inequality, while the *Individualism* score (89) is very high. There is a low score (35) for *Uncertainty Avoidance*, indicating an appetite for ambiguity, and a high score (66) for the *Masculinity* dimension (Hofstede, 1980; 1983). These findings are interesting as they signpost differences between Malaysia and the United Kingdom in the world of business, which opens the question of whether these same differences might be noticed in Higher Education. In later work, with Bond in 1988 and 1991 (Hofstede, 2001), Hofstede added in what was originally called *Confucian Dynamism*, which then became *Long Term Orientation*.

The work of Hofstede has been an important base onto which further studies have built including the GLOBE Study (House et al, 2004). Project GLOBE (Global Leadership and Organisational Behaviour Effectiveness Research) was a colossal academic exercise conceived of by Professor Robert J. House of the Wharton School at the University of Pennsylvania to explore differences in culture. On a scale never seen before or since in cultural research, '170 researchers worked together for ten years collecting and analysing data on cultural values and practices and leadership attributes from over

17,000 managers in 62 societal cultures. The participating managers were employed in telecommunications, food, and banking industries’ (Javidan et al, 2006a: 69). Note that Javidan and colleagues refer to *societal cultures*, not *national cultures*, as some countries incorporate more than one ‘culture’ – for example, South Africa and Switzerland each fall under two separate societal clusters.

Of the Cultural Dimensions (House et al, 2004: 11) which are described as ‘nine major attributes of cultures’ that emanated from the work of GLOBE, seven derive from the work of Hofstede in whole or part, as shown in Table 1.2, below.

**Table 1.2** GLOBE Relationship to Hofstede Dimensions

GLOBE Dimension	Relationship to Hofstede Dimensions
Power Distance.	Equivalent.
Uncertainty Avoidance.	Equivalent.
Collectivism I. Institutional Collectivism.	An antonym derived from Hofstede’s Individualism and emphasises group objectives.
Collectivism II. In-Group Collectivism.	Also derived from Hofstede’s Individualism which promotes duty to and pride in in-groups such as family or organisations.
Gender Egalitarianism.	Derived from Hofstede’s Masculinity and is the degree to which society minimises gender inequality.
Assertiveness.	Derived from Hofstede’s Masculinity and scale of assertiveness and confrontation.
Human Orientation.	Derived from Hofstede’s Masculinity and notes to what extent society rewards fairness and kindness to others.
Performance Orientation.	Derived from Hofstede’s Masculinity and notes the extent to which society rewards innovation and high standards.
Future Orientation.	Analogous with Hofstede’s Long-Term Orientation and a focus on behaviours such as planning and delayed gratification.

Source: House et al (2004)

The GLOBE Study (House et al, 2004) was successful in both testing and enlarging Hofstede’s (1980) original work to a wider sample of countries and in new industries. Both Malaysia and the United Kingdom were subjects of the Hofstede (1980) and GLOBE (House et al, 2004) studies and therefore

provide a useful fixed point from which this research can build, while the Higher Education context is new for both. The results from this research, therefore, should prove a novel addition to the literature.

As House and colleagues built upon the work of Hofstede and others, so this doctoral work seeks to build, in a far more modest way, upon the work of House.

#### **1.4 Antecedents of this Study: The Leadership Journey**

Kellerman (2018: 3) estimates that ‘some \$50 billion is being spent annually on leadership education, training, and development’ and it is reasonable to expect that some of that education is taking place at Business Schools around the world. As Gomes and Knowles (1999: 81) observe, ‘although academic departments have been appointing heads for decades, little research exists concerning exactly how those leaders contribute to departmental culture, collaborative atmosphere, and departmental performance.’ There is no evidence to suggest that there is much more research at other levels of higher education leadership, and it is into this space that this research study steps to begin to shed light on an otherwise opaque world where leadership teaching is abundant, and yet academic self-reflection on in-house leadership is almost entirely missing (Bryman and Lilley, 2009).

‘[leadership] is important in managers at all levels in higher education and should not be viewed as the sole preserve of the senior manager . . . the future of academic institutions depends on the development of effective leadership skills at all levels in the organisation.’  
(Rowley (1997:78)

This study deliberately canvassed leaders at all levels in the two traditional Business Schools in the UK and Malaysia. In this way, it started to address the paucity of research identified by Ribbins and Gunter (2002: 362) on leadership; namely that

‘leaders (what leaders are, why and by whom they are shaped into what they are) and how they become leaders’

The almost singular exception to the near absence of enquiry into Higher Education leadership in the United Kingdom is in the work of Floyd. In work with Dimmock (Floyd and Dimmock, 2011) he

explored the heads of department in a post-1992 (often still called ‘new’) UK university, concentrating on how this affects future careers. Using the same dataset, in 2012 his focus (Floyd, 2012) was on how socialisation experiences over time can affect career trajectories, in what he terms ‘turning points.’ By 2014, his gaze had shifted to the associate dean job title but this time across both pre- and post-1992 institutions in work for the then Leadership Foundation for Higher Education (Floyd and Preston, 2014). In a national survey, he considered the associate dean role, circumstances that led to this position, and how this influences future careers. Again, these data were studied to discuss the role of associate deans in terms of distributed leadership (Floyd and Preston, 2018), why they became associate deans, and how this impacted on their future careers (Floyd and Preston, 2019).

Regarding exploration of Higher Education leadership, the other piece of research most relevant is that of Sayler et al (2019) in their examination of associate deans in a national survey in the United States. Aside from this there is an interesting piece by Poole and Bornholt (1998: 118) who explore career development of academics (rather than academic leaders *per se*) in a cross-cultural context over a lifespan where, partly using the work of Adelman (1987), they found that ‘professional behaviour and socialisation into the profession of university academics are still largely determined by unwritten rules handed down from one generation of scholars to the next.’

It is expected that the cultural models may help this current doctoral study articulate what leaders are and how they were shaped; and a life history approach is used to help reveal the landscape of how they became leaders. The life history literature is well developed in education scholarship, and the works of Day and Bakioglu (1996), Gronn (1999) and Ribbins (2003) are noted. Their investigations share a linear staged or phased sequential pathway to leadership with important moments and people populating the journey as it progresses.

Day and Bakioglu (1996) and Gronn (1999) each offer a four-stage model to leadership with the Day and Bakioglu (1996) stages noted as Initiation, Development, Autonomy and finally Disenchantment. The Gronn (1999) model has Formation, Accession, Incumbency and Divestiture. While both leadership trajectories finish their careers quite negatively, the Ribbins (2003) model only differs in

the final stage where the positive option of Enchantment is available, as well as Disenchantment. These models have been developed and used in compulsory school education; therefore, it is felt appropriate to apply these models within Higher Education.

This study focuses on the first two stages of development and prefers the Gronn (1999) model which most clearly articulates socialisation and reference groups within the Formation stage and how these are seated within the cultural context. In addition, the Accession stage helps emphasise the rise to leadership and the process of becoming a leader, including key people involved, rather than the actual delivery of that leadership.

### **1.5 This Study**

The Literature Review and Methodology chapters elaborate on how the research questions were derived and refined. For the purposes of introduction, a review of the extant literature on culture and leadership in Higher Education has surfaced three key questions that form the basis of this study:

1. To what extent does culture influence the leadership journey in higher education?
2. To what extent does culture influence the leadership journey in higher education differently in the UK and Malaysia settings?
3. What evidence is there of a shared academic sub-culture in British and Malaysian Higher Education?

The Methodology chapter outlines the mixed methods approach applied within the study. A questionnaire was used to indicate whether the academic-leader fits broadly: i) with the expected range based on their physical location, according to GLOBE, with ii) reference to the original GLOBE findings such as the GLOBE Societal Dimensions (House et al, 2004), and iii) the leadership journey, with reference to the Gronn (1999) model. The information collected from the questionnaires then informed the approach to the semi-structured interviews that followed.

A purposive sampling approach was employed as both institutions were specifically chosen to be similar in their own national context, in terms of being public institutions, research-intensive, and of the same size as well as ranking.



The life history was probed most fully in the semi-structured interviews with the academic leaders at MYU and UKU. The interview protocol invited participants to reflect on their lives from childhood onwards and ‘checked in’ with them at key moments, broadly aligned to elements of the Gronn (1999) four-stage model of Formation, Accession, Incumbency and Divestiture.

The central purpose of this thesis was to listen to the voices of the academic leaders and their personal reflections on their life stories. Rich qualitative data were gathered from the twenty-eight interviews.

It is important to remind the reader of the position of the current author as a researcher. As acknowledged elsewhere in this work, the author is an academic at a UK teaching-intensive, rather than research-intensive, institution. As explained above, both MYU and UKU are more traditional research-intensive institutions.

Mercer (2007) notes the rise in small-scale practitioner research in education, partially explained by the greater number of Masters and Doctoral level programmes offered by Schools of Education. As most of these programmes are studied part-time, students often complete research while continuing with normal work, thus frequently their own place of work becomes the convenient location of study. This, Mercer (2007: 2) continues, might have suggested a growth in the ‘methodology of insider research in educational contexts’ when this has not actually been the case.

Of course, neither institution is the place of work of the author, or an institution that they work with. However, as an academic the author has some elements of ‘insiderness’ which must be acknowledged and hence the question of ‘insiderness’ has been considered when conducting this research. It is also important to note, that ‘insiderness’ is not one thing. As Mercer (2007: 13) explains, ‘insiderness’ is complex and dynamic:

‘the extent to which any researcher is considered an insider or an outsider is not dependent upon a single inherent characteristic, such as gender or ethnicity. Insiderness depends, rather, upon the intersection of many different characteristics, some inherent and some not. The researcher’s relationship with the researched is not static, but fluctuates constantly, shifting back and forth along a continuum of possibilities, from one moment to the next, from one location to the next, from one interaction to the next, and even from one discussion topic to the next.’  
(Mercer, 2007: 13)

Flick (2018: 166) provides further context with the notion of ‘strangeness and familiarity’ in entering the field with the competing tensions of building up enough familiarity to understand the field from within, but also maintaining enough distance to be able to undertake credible analysis from an outsider perspective. Using the metaphor of the researcher as ‘professional stranger’ Flick reminds us of Agar’s (1980) roles in the field of ‘stranger, visitor, initiate, refused.’

In order to surface tacit knowledge and understanding of ‘case(s)’ to be studied, Flick (2018) advises taking (even temporarily) the perspective of an outsider. Regarding the so-called Agar continuum, it is reasonable to assume that the current researcher fell into the ‘stranger’ or ‘visitor’ role as they made contact via email for the pre-interview questionnaire and then in person or via Zoom for the semi-structured interviews. As the researcher was also more junior than all of the academic leaders (interviewees) that have been involved in this study, it is quite possible that this also influenced both the researcher and the participants to some extent.

Flick (2018: 167) also highlights the work of Adler and Adler (1987) who discuss ‘two sets of realities about their activities: one presented to outsiders and the other reserved for insiders.’ This is an important point and aligns well with Shamir and Eilam’s (2005: 406) thinking of a life history being constructed rather than remembered. This aspect became increasingly important as the research continued; and as the researcher became more familiar with the field, it became obvious to make the interviews even more central to the research. By doing so, the questionnaires became less important.

This thesis will, therefore, surface how culture influences the leadership journey in Higher Education and discover the participant leader’s experiences of that journey. This thesis is divided into five chapters:

- Chapter One - context of the study and the antecedent literature that has informed the research.
- Chapter Two - literature review and in-depth exploration of the conceptual frameworks.
- Chapter Three - methodology and the research design.
- Chapter Four - presentation and discussion of findings.

- Chapter Five - conclusions of the study and recommendations for practical applications of lessons learned.

The next chapter reviews the literature on culture and leadership in Higher Education, surfacing the research questions and highlighting gaps that this work seeks to address.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter considers the literature, and surfaces the research questions, on the theme of culture and leadership in Higher Education. There are three principal areas of literature that this thesis seeks to build upon. The first is the consideration of GLOBE (House et al, 2004) which made the wide-ranging link between leadership and culture in the world of business. The second is the career model of leadership conceptualised by Gronn (1999) for compulsory education and which this study applied to both Higher Education and cross-cultural settings. The final area is the work of Floyd (2012) whose research into Higher Education leadership in the UK is considered in a cross-cultural setting. First, the chapter opens with a discussion of the university context, and why context is important to acknowledge in this research.

University leadership experiences are not captured fully in the existing cultural and leadership literature and an attempt to probe the question of leadership by asking *leadership researchers* in universities fell short of author expectations (Bryman and Lilley, 2009: 343):

‘We had hoped that by asking leadership researchers working within higher education to reflect upon the effectiveness of leaders within higher education to glean some of the benefits of situated reflection.’

Few would doubt the credibility of the authors, their significant experience as researchers, or indeed that they had not instigated the research with clear knowledge that ‘the study of leadership in Higher Education is a strange field. While many, if not most, of those who research leadership are located in Higher Education, they rarely turn their attention to the sector in which they are located.’ (Bryman and Lilley, 2009: 331). So, their work was fully informed, yet still they were disappointed with the outcome.

In reflecting on the challenge of their research and findings, Bryman and Lilley (2009) turn to the work of Bleuler (1911) and ambivalence, specifically ‘intellectual’ ambivalence.

‘Academics, with all their trappings of external, independent validation of their seemingly meritocratically delivered positions of influence and power, confronted by leaders who bear little of similar authorising status, at least in relation to their ‘leadership’ capabilities, seem not so much to sit on the fulcrum of this ambivalence as to fall pretty firmly on one side alone’ (Bryman and Lilley, 2009: 344).

In other words, harnessing Bleuler, Bryman and Lilley had characterised the ability of their participant *leadership researchers* to hold two contradictory positions. That writers of such academic stature made every effort to examine leadership in a context that deflected further thinking is interesting, and a source of inspiration for this work.

‘The ambivalence of our current informants’ positioning as both those who profess expertise in leadership research and those who, like most other western academics, embody a deep individuality and scepticism (particularly towards those that might seek to lead or manage them and particularly in the context of a national dispute in which aspects of ‘leadership’ were not particularly positively viewed by some of the led!) seems not to have resulted in a productive tension capable of delivering added insight’ (Bryman and Lilley, 2009: 343).

As Bryman and Lilley (2009) found, leadership in universities is hard to interrogate, even when approaching leadership research experts situated in Business Schools; as they articulate, ‘We are hardly without privilege as academics, our privilege seems much more defensible (to us as academics) than does the privilege of others who (might) seek to constrain us, as leaders of the academy’ (Bryman and Lilley, 2009: 344). With their findings in mind, perhaps the relative lack of research into Higher Education leadership is not so surprising, and it is clearly problematical. What makes questions related to leadership experiences in universities, and Business Schools in particular, so resistant to scrutiny?

Perhaps it is not simply in academia that leadership is not scrutinised adequately. As recently as 2018, from a lifetime at the forefront of leadership scholarship, Kellerman (2018: 2) offers insights as to why ‘the leadership industry, over its approximately forty-year history, had failed in any

major, meaningful, measurable way to improve the human condition.’ Her analysis is that the solution is simple – the word ‘leadership’ is poorly defined.

‘The fact is that neither scholars nor practitioners have been able to define it with precision and conciseness, certainly not in a way that is widely agreed on. It’s a problem. It correctly suggests that all kinds of processes and persons are labelled leadership (or leader) without any carefully considered notion of what leadership (or a leader) actually is’ (Kellerman, 2018: 4).

Thus, a literature review involving universities and leadership was a challenge: there is a paucity of research into leadership in universities; and there is an exhaustive amount of research written on leadership more widely. As Bryman and Bell (2015: 100) remind us, the ‘process of reviewing the literature therefore involves making judgements about what to include and exclude.’ In order to retain a semblance of order, the research questions were constructed to try and locate relevant research that was helpful in delivering a response.

In this literature review, the question of leadership in general was explored, before moving to the matter of Higher Education and the sometimes more specific challenges that leading in a Higher Education context present. Motivation to lead was highlighted, with Chan and Drasgow’s (2001) contribution (see Section 2.3.1) preferred by the author as they incorporate the question of culture within their model. Chan and Drasgow’s (2001) participants were drawn from the USA (sitting in the same ‘Anglo’ GLOBE Regional Cluster as the UK) and Singapore (sitting in the next ‘Confucian Asia’ GLOBE Regional Cluster as Malaysia, which is in the ‘Southern Asia’ Country Cluster) – see section 2.5.4 and Figure 2.6. By being adjacent GLOBE Regional Cluster there is a more of a similarity which might extend to motivation and culture, as GLOBE has demonstrated for leadership and culture.

The behaviour that might motivate an academic to seek, or reluctantly accept, leadership in Higher Education was examined in terms of what behaviours are associated with effectiveness of

leadership in Higher Education and with reference to the landmark literature review of Bryman (2007) (Section 2.4) over a 20-year period.

Various other relevant authors are discussed to illustrate some of the differences in leading in Higher Education settings, and to include some reflection on the inherent conflict of/in collegiality (Section 2.4.4) versus the task of leading (Branson et al, 2016). Floyd's (2012) work (Section 2.4.5) was explored, specifically considering the fact that very few individuals take a leadership role for career advancement reasons. Deem's (2004) contribution (Section 2.2) highlights a more managerialist push for leaders to act more like managers in industry, and also emphasises the fact that pre- and post-1992 universities are structured differently.

The literature review also identified the idea of the 'reluctant amateur' with Franken et al (2015) (Section 2.4.3) describing leadership as a 'duty to be fulfilled', involving little training or support, and for a role that is usually only temporary. Smith (2007) (Section 2.4.3) explains the election process associated with typical three-year leadership roles at many universities (as with the two case studies of MYU and UKU) , and where the encouragement to stand may often involve some pressure.

Unique contextual factors are not limited to relative unpreparedness to leadership, a resistance to lead, or the typically episodic nature of being a leader. The central tension of leadership in Higher Education, the venerated notion of collegiality versus the increasing pressure of managerialism is outlined with the challenges this brings to the role. As Van Ameijde et al (2009: 764) explain, 'Clashes between the principles of management and a traditional culture of collegial leadership have been widely reported on' (Chandler et al. 2002), highlighting the need to adapt leadership and management principles to a higher education context.'

Moving on from developing a broad understanding of what leadership in Higher Education looks like today, this chapter turns to how leaders find their way to leadership. The life story approach (Section 2.4.5) was discussed first by Shamir and Eilam (2005) with the caution that these

narratives are as much constructed, as simply remembered. Or, as Lumby (2012: 3) explains, ‘Self-report may be shaped not only by the desire of the respondent to project a particular identity, but by the prevalent leadership-speak of the time.’ The notion of moving from novice to expert is outlined with reference to Mumford et al (2000a) and Lord and Hall (2005) before the Gronn (1999) Four Stage Model was discussed (Section 2.4.6).

Gronn’s notion of a linear progression is echoed across various models, both within and outside of education, with the labels of ‘Formation’, ‘Accession’, ‘Incumbency’, and ‘Divestiture’ resonating with the works of both Day and Bakioglu (1996) and Ribbins (2003). Of course, Gronn’s (1999) model is concerned with compulsory education, where headteachers generally remain ‘at the top’ for the balance of their career before retiring (‘Divestiture’) or perhaps ‘moving on’ in the Ribbins (2003) alternative model. What Gronn and other models do not provide for is the episodic nature of Higher Education leadership where a head of department will sometimes return ‘to the ranks’ to concentrate again on their research and pedagogy. The notion of leader identity (Section 2.3.2) is discussed with particular reference to Turner and Mavin (2008).

The final aspect of the chapter focuses on culture (Section 2.5) and attempts to uncover where education and Higher Education sit within cultures, highlighting the current challenges associated with university accountability and the use of metrics and performative criteria associated with league tables. The chapter concludes with an explanation of how this study is unique and presents the research questions.



## 2.2 Universities: A Unique Leadership Environment?

Universities appear to be distinct, unlike other organisations such as industry, yet comparisons and analysis of business approaches are applied frequently without contextual emphasis. Informed by leaders, Middlehurst (2007: 50) articulates some central themes of uniqueness:

- ‘The difficulties of managing change in universities where strong democratic and antimanagerial traditions existed
- The problem of managing highly individualistic academics with no strong sense of corporate identity to department or university
- Insufficient departmental autonomy to carry management through
- Lack of a management ethos in the faculty and resistance to one in the university as a whole
- Difficulties of implementing leadership on account of vagueness of institutional objectives, endless talking, and few decisions, further hindered by recent financial cuts
- The need for a level of understanding of management concepts and the freedom to exercise degrees of control and influence in order to exercise effective leadership’

Lumby (2012: 5) differs slightly from the prevailing view in not considering universities unique although she does concede that the ‘particular mix of factors . . . create a distinctive environment.’

As distinctive, unusual, or unique environments, there is something different about the Higher Education context that warrants exploration. The question of why it matters is probably more pressing. Why are universities a worthwhile unit of study? Universities make a considerable contribution to the economy, both intellectually and economically with, for example, a 2.8% contribution to UK GDP in 2011-12 (Universities UK, 2014). The importance of well-prepared leaders in raising standards in education (Rhodes and Bisschoff, 2012) would seem apparent and yet, of all parts of the education system, it is in Higher Education that leadership enquiry appears to be least developed.

It may be, as Petrov (2006) observes, the organisational complexity of universities, with their multiple goals and traditional values that cause the nature of leadership in Higher Education to be ambiguous and contested. Or, as Spendlove (2007) notes, reminding us of the well-worn phrase of ‘herding cats’ – the relative strength of universities lies in their independence of thought, their

creativity, and the relative autonomy of the people who work within them. Aligning with most authors she states, 'leading universities may present a unique challenge' (Spendlove, 2007: 407).

Universities are also under more scrutiny than perhaps ever before with the increasing complexity of the Higher Education sector bringing with it the imperative to address leadership development to enable the sector to meet national expectations.

'In recent years, managerialism, or new public management as it is known in the public sector, has reshaped all aspects of academic work and identity around an idealised image of corporate efficiency, a strong managerial culture, entrepreneurialism, and profit making ideal' (Winter, 2009: 121).

Winter (2009: 121) goes on to describe an 'identity schism' where what he terms 'academic managers' whose values he postulates are congruent with the managerialist narrative, opposed to 'managed academics' who invoke 'values of self-regulation, collegial practice and educational standards.' Of course, this implies that the two groups are separate when in fact academic managers at the two researched case study institutions (MYU and UKU) – and indeed academic managers in most traditional universities - are elected from, and usually return to, faculty.

The principle of a schism could be manifest more pertinently in the very nature of what universities are. Foreman and Whetten (2002) developing the argument of Albert and Whetton (1985) describe a hybrid identity:

'hybrid-identity organization, namely those that are constituted according to two seemingly incompatible value systems: a *normative* system (emphasizing traditions and symbols, internalization of an ideology, and altruism), like that of a church or family; and a *utilitarian* system (characterized by economic rationality, maximization of profits, and self-interest), like that of a business. Their example of this type of hybrid-identity organization was the modern research university. They [ie Albert and Whetton, 1985] argued that contemporary universities "inherited" a strong normative orientation from European monastic orders and a strong utilitarian orientation from the National Science Foundation (and other research funding institutions)' (Foreman and Whetten, 2002: 621).

Deem (2004: 109) argues that the new managerialism, essentially the application of private sector management approaches including devolved financial responsibilities, emphasises a need to ‘overtly manage academics and academic work in the context of further marketisation of publicly-funded education, using explicit performance and quality indicators for teaching and research.’ Others disagree, and see the purpose of universities as different, even exceptional.

‘The University stands for things that are forgotten in the heat of battle, for the values that get pushed aside in the rough and tumble of everyday living, for the goals we ought to be thinking about and never do, for the facts we don’t like to face, and the questions we lack the courage to ask’ (Gardner, 1968, in Mabey and Finch-Lees, 2008: 11).

The debate continues unresolved about what Higher Education is. Many make claims of uniqueness, including Collini (2012: 5), who contends, ‘Not only do universities operate within different cultural and (to some extent) intellectual traditions, but their relations to their respective states vary enormously, especially their financial relations.’ Collini (2012: 7) proposes the following characteristics that make a modern university.

- ‘1. That it provides some form of post-secondary-school education, where ‘education’ signals something more than professional training.
2. That it furthers some form of advanced scholarship or research whose character is not wholly dictated by the need to solve immediate practical problems.
3. That these activities are pursued in more than just one single discipline or very tightly defined cluster of disciplines.
4. That it enjoys some form of institutional autonomy as far as its intellectual activities are concerned.’

A purist definition of what a university is for may start with the words of John Henry Newman and *The Idea of a University* being the foundation of liberal education extending human understanding. There has been a general trend against liberal education, as universities offer increasingly more vocational-oriented and business-applied degrees that respond to either student demand (or perceived demand) or government ‘persuasion’.

‘There is a spectre haunting the academic world of externally driven influence upon the mission of universities. Change in academia has always been notoriously slow when driven from within. As a conservative institution of medieval origins the university is always fearful of change, especially of revisions of academics norms that appear to be initiated by forces outside the academy’ (Etzkowitz et al, 1998: 21).

The above debate, implies two things: first, that the resistance to change and especially outside interference is a norm in academia, or what House et al (2004) might describe as a *‘practice’*, and second that this is understood and entrenched, or an *‘artefact/value.’* The fear of outside interference, guarding the gates of academic freedom and enquiry, may be a cultural pillar that unites the academic world.

### **2.3 Leadership Concepts**

There are some general eternal debates about leadership. Within these debates there are also particular discussions about educational leadership, and particularly Higher Education leadership. This section highlights some of those general discussions, while Section 2.4 considers leadership research in Higher Education. This arrangement is expected to help narrow the focus of understanding from the general to the specific.

As Bass (1997: 130) explains, leadership is universal, and ‘no society has been found where it is completely absent . . . Still, the leadership that occurs is affected by the organisations and cultures in which it appears.’ Or, perhaps, it is the organisations and cultures which affect the leadership?

So, what is leadership? As Northouse (2016) observes it is a much-contested term; he makes reference to Stogdill (1974) whose own review of leadership found nearly as many definitions as people who try to define it. The wry humour of Bennis and Nanus (1985: 21) is welcome as they indicate ‘leadership is like the Abominable Snowman; whose footprints are everywhere but who is nowhere to be seen.’

Northouse's (2016: 6) unpretentious definition is both unambiguous and elegant: 'Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.' Yukl (2006: 2) similarly notes 'leadership is about influence.' That academics are a group of individuals is unarguable, yet what is applicable about the Northouse and Yukl definitions is the use of '*influence*.' Universities are a different leadership challenge, and it is expected that whether it is collegial or managerialist tendencies that are ascendant in this study, influence may prove to be the common currency across both approaches.

While leadership, as a concept, has been explored over a considerable period of time, a number of classic theories of the nature of leadership structure the academic discourse. Two particularly influential leadership approaches are the 'trait' and 'great man'. The 'great man' thesis was originally developed by Galton (Galton, 1869) and the progression to 'trait' was conceptualised by Bernard and Tead in the early twentieth century (Bernard, 1926; Tead, 1929). Lord and Hall (2005: 592) explain that 'traits are typically seen as stable constructs rather than skills that need to be developed' and are therefore more straightforward to analyse than developing skills.

Conceptual understandings progressed from discussions of traits and 'the leader-centred, individualistic and hierarchical conceptions that focus on universal characteristics and emphasise power over followers to the more process-centred, collective, context bound, non-hierarchical, and mutual power and influence models' (see Table 2.1, Southwell and Morgan, 2009: 19).

**Table 2.1.** Conceptions of Leadership

<b>Theory</b>	<b>Conception of leadership</b>	<b>Forms</b>	<b>Proponents</b>
Trait theories	Leadership is found in the ‘traits’ or ‘personal qualities’ of an individual.	Charismatic theory	Stogdill, 1948 Méndez-Morse, 1992 Ackoff, 1998 Kellerman, 2004
Behaviour theories	Leadership is found in the ‘behaviour’ or ‘style’ of an individual.	Autocratic, democratic and laissez-faire approaches to leadership	Stogdill & Coons, 1957 Blake & Mouton, 1964; 1978 McGregor, 1960 Ramsden, 1998
Power and influence theories	Leadership is determined by the use of power by an individual to lead or influence others.	Legitimate power Reward power Coercive power Expert power Referent power	Weber, 1945 Heifetz, 1994
Contingency theories	Leadership is determined by the interaction between the individual’s behaviour and the context within which they lead.	Situational leadership	Fiedler, 1967 Vroom & Yetton, 1973 Hersey & Blanchard, 1988
Cognitive theory	Leadership is socially constructed. Cognitive processes influence the perception of leaders and leadership by both leader and follower.		Fiedler, 1986 Fiedler & Garcia, 1987
Cultural/symbolic theory	Leadership is a continuous process of meaning-making for and with organisational members.		Bolman & Deal, 2003
Social exchange theories	Leadership is determined by the individual’s ability to fulfil the expectations of the followers.	Path–goal theory Transactional leadership Transformational leadership Servant leadership LMX theory	House & Dessler, 1974 Manz & Sims, 1980 Kouzes & Posner, 1987 Greenleaf, 1996; 2003 Graen & Uhl-Bien, 1998
Complexity and chaos theory	Leadership is laden with values and has a moral dimension. Leadership is shared. Leadership is determined by the individual’s emotional intelligence, ability to be collaborative, and ability to link entrepreneurialism, accountability and globalisation to educational leadership.	Emotional intelligence Moral purpose Community building	Wilcox & Ebbs, 1992 Brown-Wright, 1996 Astin & Astin, 2000 Kezar, 2002 Ferren & Stanton, 2004 Kezar, Carducci, & Contreras-McGavin, 2006 Goleman, 2004 Scott, 2007

Source: Southwell and Morgan (2009: 20).

In discussing the development of leaders, Day (2001: 605) makes a useful intervention, positing that ‘Leadership is developed through the enactment of leadership’ which may seem obvious, but only by accessing leaders and hearing their stories can an understanding of the journey to and the

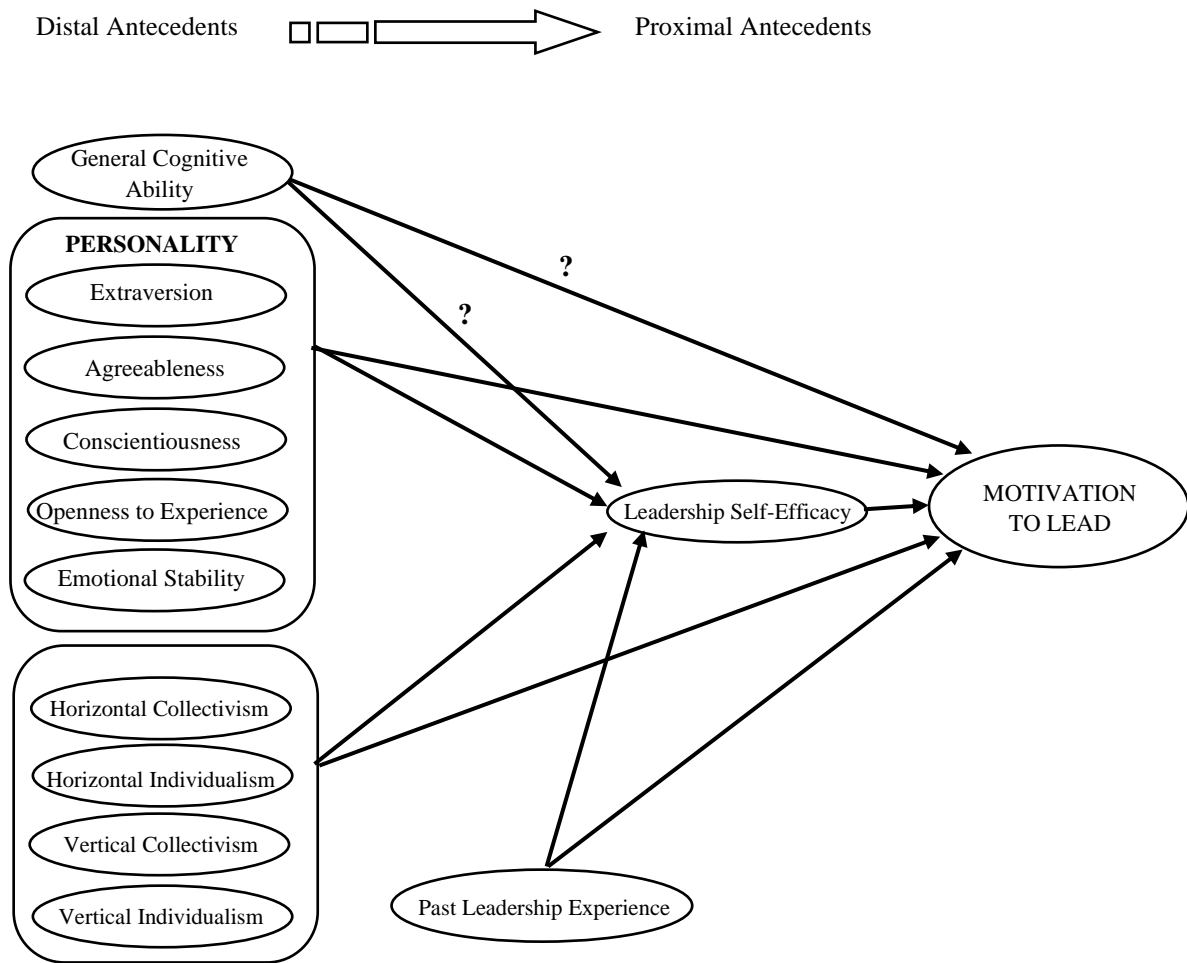
practice of leadership be surfaced. It is using this listening approach that will enable reporting of the cultural influences on leadership for academics in the sample Business Schools in Malaysia and the UK.

### 2.3.1 Motivations and Antecedents

From the field of psychology, Chan and Drasgow's (2001: 481) research into motivation to lead provides an interesting addition to the literature assuming that 'noncognitive ability constructs such as personality and values relate to leader behaviours through the individual's motivation to learn, which in turn affect the individual's participation in leadership roles and activities.' Of significance is that their research does not hold with the 'great man' notion of a leader foretold by birth, or a lust for power. Therefore, that motivation to lead can be learned and changed.

The literature for leading in Higher Education has so far indicated that some academic leaders often appear *not* to be motivated to lead and may even feel coerced into assuming leadership roles (Floyd, 2012). However, this does not negate the importance of Chan and Drasgow's contribution – the participants of this thesis' enquiry are all very bright academics, who could presumably side-step the call for leadership, which implies that they acquiesce, however weakly and for whatever reason, including 'giving something back', when the call comes. There must be some motivational drive behind agreeing to step into a leadership role.

Chan and Drasgow (2001: 482) offer three scenarios; 'some people just like to lead . . . others would lead for reasons such as sense of duty or responsibility . . . other people may only lead if they are not calculative about the costs of leading relative to the benefits.'



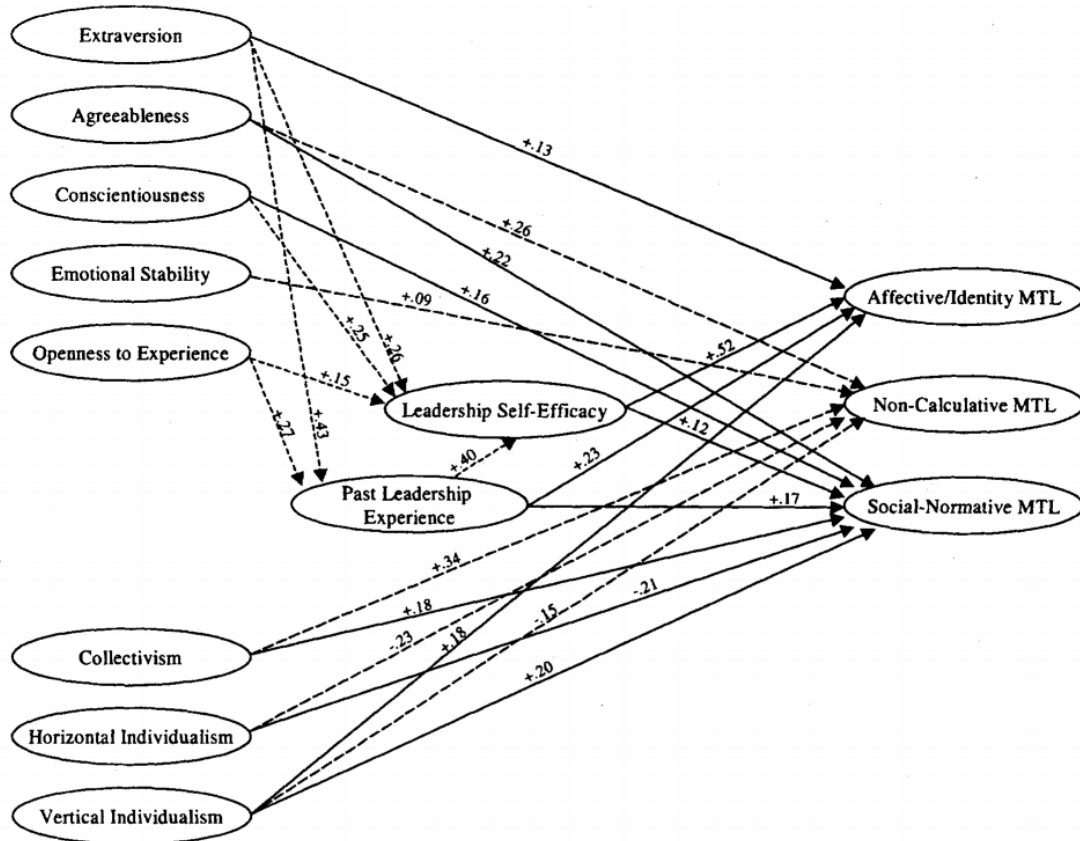
**Figure 2.1.** A General Model of Antecedents to the Motivation to Lead  
 Source: Chan and Drasgow (2001: 483)

In the model (Figure 2.1, above), Chan and Drasgow (2001: 483) present ‘*General Cognitive Ability*’ as one of their ‘distal’ antecedents, which counters some of the findings of Day et al (2014), who reported intellectual abilities to *not* be an important factor for leadership. ‘*Personality*’ resonates intuitively, and of course personality develops from childhood and therefore echoes other leadership models. Indeed, Chan and Drasgow (2001) reference the ‘Big Five’ personality factors based on substantial psychology literature. Also of note is the link of ‘*Values*’ which, in the original text, is written in long-form as ‘Sociocultural values.’ Referencing Schwartz (1994), Chan and Drasgow (2001: 484) assert,

‘leadership is learned and takes on different meanings in different societies and cultures, we can hypothesise that sociocultural values are distal antecedents to motivation to lead.’



Therefore, in Chan and Dragsow's (2001) assessment, personality and cognitive ability have some biological basis, but values are derived from the sociocultural environment.



**Figure 2.2.** Revised Parsimonious Model of Antecedents to Three Motivation to Lead Factors  
Source: Chan and Dragsow (2001: 492)

Following testing, with young people aged 17-21 from Singapore and the United States, Chan and Dragsow (2001: 495) found certain characteristics associated with motivations to lead (Figure 2.2 and Table 2.2). Their study comprising three samples in different occupations and cultural contexts found three motivation to lead factors: affective-identity; noncalculative; and social-normative. Their findings are summarised in Table 2.2, below.

**Table 2.2** Parsimonious Model of Antecedents

Motivation to Lead	Characteristics
Affective/Identity	<ul style="list-style-type: none"><li>- Outgoing and sociable in nature (i.e. are extraverts)</li><li>- Value competition and achievement (i.e. are vertical individualists)</li><li>- Have more past leadership experience than their peers</li><li>- Are confident in their own leadership abilities (i.e. are vertical individualists)</li></ul>
Non-calculative	<ul style="list-style-type: none"><li>- Do not expect rewards or privileges for leading but agree to lead because of their agreeable disposition and because they value harmony in the group – irrespective of their own leadership experience or self-efficacy</li></ul>
Social-normative	<ul style="list-style-type: none"><li>- Motivated by a sense of social duty and obligation and are also accepting of social hierarchies but rejecting of social equality</li><li>- Also tend to have more past leadership experiences and confidence in their leadership abilities</li></ul>

Source: After Chan and Dragow (2001: 495)

For the *Affective/Identity* motivation to lead (MTL), their analysis showed that

‘extraversion, vertical individualism, past leadership experience, and leadership self-efficacy were consistently and directly related to affective-identity MTL, whereas openness to experience was indirectly related to this factor through leadership self-efficacy in all three samples and in the combined sample’ (Chan and Dragow, 2001: 490).

For the *Noncalculative* motivation to lead,

‘agreeableness, emotional stability, and collectivist values (note: both vertical and horizontal) were consistently positively related to noncalculative MTL, whereas individualistic values (note: both vertical and horizontal) were consistently negatively related to noncalculative MTL across the samples. In contrast to the other MTL factors, both past leadership experience and leadership self-efficacy did not appear to be related to noncalculative MTL’ (Chan and Dragow, 2001: 490).

The final, *Social-Normative* motivation to lead,

‘vertical individualism and vertical collectivism were positively related to social-normative MTL, whereas horizontal individualism was negatively related to social-normative MTL. Individuals high in social-normative MTL are motivated by a sense of social duty and obligation and are also accepting of social hierarchies but rejecting of social equality. Such individuals also tend to have more past leadership experience and are confident in their leadership abilities’ (Chan and Dragow, 2001: 493).

The socio-cultural values are defined precisely by Chan and Drasgow (2001: 485) and are helpful to contextualise their findings (this study's emphasis):

‘people high in **horizontal individualistic values** can be described as *tending to value their individuality and uniqueness*, whereas people high in **vertical individualism** tend to be *achievement oriented and competitive*. In contrast, **vertical collectivists** are *accepting of social hierarchies and tend to subordinate their goals to the majority or to authorities*, whereas **horizontal collectivists** value *collective harmony and equality*’ (Chan and Drasgow, 2001: 485).

With the findings of Chan and Drasgow (2001) along with their definitions it might be inferred, potentially even to a greater degree for Russell Group-type institutions such as MYU and UKU with their episodic leadership incumbency that leaders are likely to be more motivated by *Non-Calculative* and *Social-Normative* drives than, perhaps, *Affective/Identity*. While Chan and Drasgow's (2001) work is predictive in nature, this work now turns to the reflective perspective, as leaders reflected on their journey to leadership as part of their identity and life story.

### 2.3.2 Leader Identity

Lord and Hall (2005: 592) assert: ‘Over time leadership skills and knowledge become inextricably integrated with the development of one's self-concept as a leader’. The authors are presumably expecting that a leader remains a leader, which in the case of Higher Education, with elections every three or so years, is usually not the case in traditional universities. In this instance, what happens to the developing sense of self? Does the academic leader simply shed the ‘leader’ element and return to be a researching academic? Or were they always a researching academic?

Over and above the motivational aspects of seeking leadership, or at least not declining the opportunity to lead ‘... it is also likely that the leadership role *needs to become part of one's self-identity*’ (this study's italicisation. Lord and Hall: 2005: 592). At some point in their leadership trajectory, there must be a ‘turning point’ (Floyd, 2012) when the leader recognises that they are a leader – probably somewhere between Accession and Incumbency on the Gronn (1999) scale.

In their exploration, Turner and Mavin (2008: 387) found that Shamir and Eilam's (2005) concept of 'struggle' was a key aspect of their (business) leaders' leadership journey with negative trigger events in life stories which impacted upon leaders' self-awareness, drive, values, and emotion (Shamir and Eilam, 2005). They argue it was these trigger events that influence the development of the leaders' identities, giving a focus for what Lord and Brown (2004) refer to as 'possible selves.' If that role becomes part of an academic leader's self-identity, is this same self-identity (of being an academic leader in a university context) the same or similar for colleagues? Does this similarity hold true across national and cultural boundaries? How does this affect the cultural 'map' of expected behaviours, as proposed by GLOBE and other cultural advocates from the western world? Or is academia its own unique cultural landscape?

### 2.3.3 Longitudinal Studies into Leadership

In their discussion of longitudinal studies of leadership development, Day et al (2014) cite the works of several authors who had interrogated the Fullerton Longitudinal Study in the United States. The work of Reichard et al (2011) finds that the personality, and particularly extraversion, was a positive predictor of surfacing as a leader, rather than intelligence. Exploring the same data, Gottfried et al (2011) find that children and young people with intrinsic motivation for learning was closely related in later life to intrinsic motivations to lead. Intelligence was again not found to be a predictor. Guerin et al (2011) also find that extraverted have leadership potential, and again no correlation for intelligence. Oliver and Associates (2011) find that a supportive family environment created a positive self-concept which in turn led to the emergence of leadership outcomes.

Guillen et al (2015) suggest that people's own understanding of leadership and comparing themselves with that understanding in the form of either influential leaders they have known themselves to a greater extent, or more general understandings of leaders to a lesser extent, affects their motivation to lead. This motivation to lead, originally conceptualised by Chan and Drasgow (2001) is explained as a readiness to participate in leadership training and assume leadership roles.



model may negatively correlate with the standard education leadership life story models. In other words, Kempster's (2009) more reflective cycle approach contrasts with Gronn's (1999) linear progression.

## **2.4 Leadership in Higher Education**

Ramsden (1998: 4) (in Editorial) attempts to explain leadership in Higher Education as a rallying call to all staff, as an inclusive concept and thus one that deftly evades the inherent resistance to notions of leader:

‘leadership in universities should be everyone from the Vice-Chancellor to the casual car parking attendant, leadership is to do with how people relate to each other.’

While this is a laudable objective, there are perhaps more tangible reasons why leadership is necessary in Higher Education. Scott et al (2008: vii) explain that ‘there is ample evidence of how critical the presence of effective and capable leaders is to workplace productivity, morale and essential change work in our universities.’ Or perhaps more simply, citing McMaster (2014: 431), ‘Leadership does matter.’,

Definitions for leaders, leadership and management are plentiful but infrequently concur. Taylor and Machado (2006: 137) believe, ‘It is generally held with little disagreement that leadership is a process for influencing decisions and guiding people, whereas management involves the implementation and administration of institutional decisions and policies.’

Bryman (2007) indicates that leadership, in the traditional sense, may have limited application in academia because the professionalism and internal motivation associated with academic staff may obviate the need for conventional leadership, and indeed the reverse may be true. In other words, ‘that the issue in higher education institutions is not so much what leaders should do, but more to do with what they should avoid doing’ (Bryman, 2007).

It is probably unarguable that leadership is ‘complex, contingent and contested’ (Lumby, 2012: 3) but what is of more concern is that the research that has been conducted thus far is so limited in its scope. Bryman’s (2007) extensive review of literature into the effectiveness of leadership in Higher Education over a period from 1985-2005, identified only 20 academic articles that met his quality threshold of relevance, peer review and quality.

In addition to the quantitative insufficiency of literature, there is also evidence of a narrow focus which further impedes understanding. ‘Leadership research undertaken in both corporate and educational settings predominantly reflects the experience of white, middle class men. The theory that it generates is shaped by a discriminatory system that selectively privileges their entry into, and incumbency of, leadership roles’ Lumby (2012: 4).

However, according to Bolden et al (2012: 6) it is not the formal role that is important, and like Ramsden (1998: 4), Bolden and colleagues suggest that leadership is diffused in Higher Education, and academics may not actually recognise leadership as emanating from those in formal positions of power:

“academic leadership’ is not provided by people in formal managerial roles. Instead, leadership arises through engagement with influential colleagues within one’s own academic discipline, especially those who play a pivotal role in one’s transition and acculturation into academic life. PhD supervisors, current and former colleagues and key scholars were all described as significant sources of academic leadership, exerting substantial influence throughout one’s career, whether or not they were part of the same institution.’

If it is the case that leadership is different in an academic context, then is that true across academia, as in across national boundaries? Do academics share some common traits that would identify them, regardless of the nation they come from?

At this point, it is probably worthwhile discussing the leadership and management debate. Terms such as leadership, management and administration have been used in ways that do not distinguish them in a precise or consistent way (Bryman, 2007) and while there is much academic debate about the nuances of leadership and management, the terms are often used interchangeably. The

subject of this thesis is cultural influences on leadership in Higher Education, but if an interviewee, for example, began by describing their journey to management, this was not disregarded.

In the literature there are various terms used to describe managers in academia, including ‘manager-academics’ (Deem, 2004; Deem and Brehony, 2005) and ‘leader-academics’ (Inman, 2007; 2011) which are used interchangeably. This thesis uses the term ‘academic leaders.’

#### 2.4.1 Leader Behaviours

In his comprehensive review of literature between 1985-2005, Bryman (2007) identifies 13 aspects of leader behaviour connected with effectiveness at a departmental level in Higher Education. On the face of it, identifying and developing those behaviours should result in a more effective leader and, presumably, a more successful department.

As Bryman (2007) explains, this is a little more complex than surface examination would imply as, in common with other leadership competency approaches, his are quite general and difficult to define and develop – such as ‘personal integrity.’ Moreover, some of the identified aspects of behaviour clash – he gives the example of ‘credibility’ which his findings observe as a strong personal research reputation, and that this requires maintenance of the scholarly credibility. Spending time on this maintenance would be at odds with successfully demonstrating some of these other behaviours.

Crucially, this further underpins the fact that leaders in academia are expected *not* to have any leadership or management expertise, but rather a strong research background. Why, then, would a research-active academic decide to ‘give away’ precious research time to assume the mantle of leadership, usually with no experience of leadership or management, whatever the leadership position and however that is defined? Floyd and Dimmock (2011: 392) warn that time in Higher Education leadership is akin to becoming ‘de-skilled’ as an academic.

In the case of MYU and UKU, both large, multi-disciplinary, research-intensive institutions, leaders are mostly appointed on a rotating basis, typically for a three- or four-year cycle. While the



specific arrangements varied between both institutions – for example, at MYU a newly-elected Dean would typically arrange elections for a whole new leadership team to support them – this does really underpin the importance of sustaining research relevance for when the term of office ends (Bryman, 2007; Creswell et al, 1990).

#### 2.4.2 The Conflicted Leader

Branson et al (2016) articulate the two key tensions, originally argued by Bennett et al (2007) that affect middle management positions in universities. Such managers are expected to be loyal to the whole faculty, as well as their own department or area, and they also need to navigate the university line management and hierarchy as well as remaining a collegial colleague within the department. By accepting the leadership task, they are setting themselves aside from the colleagues they continue to need to work with and, at the end of their tenure, will re-join.

The work of Hammersley-Fletcher and Kirkham (2005) is also highlighted by Branson et al (2016: 130). They identify ‘three competing expectations inherent in the middle leader’s role: collegiality, professionalism and authority.’ The first is to do with suitable communication to build a healthy culture, the second involves competing to ensure compliance with standards, and the last expectation is the ability to have colleagues listen and respond to requests.

Floyd (2012) explores the reasons that academics become heads of academic departments in an example post-1992 university. In his sample, he found that only four of his 17 participants claimed to take on the role (of head of department) for career advancement reasons, and those who did worked in very research-active schools where the head of department role was more linked to research development. Five chose the role because it gave them greater control over their professional lives, for example the ability to do more research and less teaching, while the remainder believed it gave them the opportunity to make a difference aligned with their own values. Significantly, none in his study explicitly identified wanting to develop managerial or leadership skills.

The attractiveness of flexibility that Floyd's study identified is not without cost. Deem (2004) notes the challenges of leadership: managing teaching and assessment; encouraging research and dealing with difficult people. She also notes that, in pre-1992 universities (those research-intensive, large multi-disciplinary universities, such as UKU and MYU), roles such as heads of departments are often peer-elected and temporary as opposed to post-1992 where they are usually permanent. Therefore, the degree of investment in the role may be different. It is perhaps because of these challenges that Deem noticed a shift, from the 1980s onwards, of managers taking on responsibilities for more than a temporary period (Deem, 2004).

#### 2.4.3 The Reluctant Amateur

Franken et al (2015: 190) describe the time in management as a 'duty to be fulfilled' that is accepted as potentially challenging professional progression, particularly regarding research output, but often a burden that is helpful for overall advancement of career. They go on to note Deem and Brehony's (2005) study which 'found that only one-third of manager-academics interviewed had received any training' (Franken et al, 2015: 193).

Franken et al (2015) interpret Lave and Wenger's (1991) model of legitimate peripheral participation into a Higher Education context with middle leaders. They suggest that new middle leaders would expect some form of mentoring and support as they themselves become more proficient. This would fit with the notion of 'amateur' academic leaders, with little or no leadership or management training becoming leaders for a short period of time under some level of duress, which distracts from their principal work.

Smith (2007) articulates well the election procedures of older, more established universities (as are MYU and UKU) for heads of department, although other sub-Dean and Dean positions in both institutions follow the same kind of procedure. The appointments are elected by colleagues for a fixed term, usually three years. This is 'seldom straightforward or entirely democratic . . . there is sometimes considerable reluctance . . . to stand for election.' Smith (2007: 4).

As Smith (2007: 5) observes, such a short tenure does not permit colleagues to develop into the role and exploit the experience of a length of time in office. He notes the work of Deem (2000) who characterises the three routes into management as ‘career track managers . . . the reluctant manager . . . the good citizen route, often a late career stage motivated by repaying a debt to the institution.’ In his study, the majority had not received any kind of management or leadership training, and the imperative to learn on the job was manifest.

Braun et al (2009: 196) concur. While it is usually senior faculty that hold these management roles, they are senior based on credentials as researchers, principally, and ‘hold leadership positions without adequate preparation.’ Universities are busy places, and perhaps then it is unsurprising that ‘often academic leaders address the resulting work-overload inadequately’ (Braun et al, 2009: 196).

Beyond elections and the typically short stay in office, Pepper and Giles (2015: 51) suggest another approach by describing the challenges of leading in Australian Higher Education by exploring their own institution. The Associate Deans they interviewed stated that their reasons for ‘taking on the role included the stimulating challenge of a tertiary institution leadership position, the opportunity to learn new skills, and their pleasure in mentoring and developing others and of being in a position to make a positive difference to someone else’s life,’ which introduces the concept of an academic leader who *does* want to lead.

Floyd (2012: 272) explains the ‘notion of what constitutes an academic career is changing’ and that, despite its challenges, there are academics who enjoy the management role – he references Deem’s work (2000) and identification of ‘career-track managers.’ When he speaks of ‘turning points’ with the ‘respondents seeking to bring their professional identities more in line with their core values and personal identities’ it seems that a clear link to Gronn (1999) and colleagues can be drawn in terms of a life history with staging points, regardless of the actual terms used to describe them.

When universities, and indeed many constituent Business Schools, are multi-million-pound businesses, it does seem striking how amateur the process of nominating leaders is, and how poorly prepared they are to make decisions. Decisions that, in a corporate setting, would only be within the jurisdiction of a senior manager who would normally have been appointed in a formal business interview, after demonstrating both experience and aptitude for the job at hand.

In fact, beyond the parameters of this thesis, it is arguable whether the leaders elected to serve in academia would even match the most basic 'fit and proper' experience criteria applied to the corporate sector. It may be the unease associated with this that has led to a systematic push towards a managerialist agenda.

#### 2.4.4 Managerialism and Collectivism

As accountability has increased within the Higher Education sector, there has been a shift in emphasis from collegial decision-making leadership to more formal management systems, referred to by Deem (1998) as 'new managerialism'. This is articulated by Jones et al (2014: 418): 'Over the last 20 years, the tertiary education sector has incorporated management approaches . . . adapted from the private sector, aimed at improving administrative management to demonstrate greater accountability and strategic focus.'

While this is noticeable probably in all institutions, it is not uniform across Higher Education, and collegiality is still very important. There is a balance – pursuing managerialism may deliver more efficiency but may undermine the very concept of a university, and thus be ultimately self-defeating. As Birnbaum (2004: 11) cautions, 'if institutions become less academic, governance is less likely to be shared, and as governance is less shared, institutions are likely to become less academic.'

Bolden and Petrov (2014: 408-9) explain how 'the growth of the managerial agenda within universities puts pressure on academics, administrators, managers and a range of other stakeholders to work together in ways that had not previously been required.' Where this discussion may have

been unnecessary or niche before, it is now something that universities must pay heed to – understanding what academia means today in a world that is measured in a highly metric-driven context.

Resistance prevails, as Bolden et al (2012: 10) found in canvassing academics where the ‘[c]ynicism voiced by participants arose from a strong sense that universities are being run more managerially and increasingly targeted towards economic rather than social or scholarly objectives.’

#### 2.4.5 The Life Story and Journey to Leadership

Can the journey to leadership be traced from childhood? Is there an element of inevitability in this journey? Zacharatos et al (2000, in Day et al, 2014) assessed the cases of 112 students at Canadian high schools and found that those young people who perceived their parents exhibiting transformational leadership behaviours were, themselves, more likely to be associated with those same leadership behaviours. This was corroborated by their own peers and by coaches who found them to be better leaders. In this current study, parental influence is a very direct antecedent of leadership behaviour.

In discussing the more-than-a-century-worth of research into leadership theory and research, and the relatively short period of academic enquiry into leaders and leadership development, Day et al (2014) make the point that often, it is personality that underpins leadership theory and research, which implies a relatively constant measure, whereas leadership development, or change, is not. This assumption of constancy can presumably be extended to culture, with equal concern for the impact of how leadership development can progress in a static theoretical environment.

Mumford et al (2000a) investigated leadership in the US Army and found that leadership development is contingent on people interacting with their environment, and advances from simple to more complex elements over time. They also recommended a more nuanced training regime based on development needs.

Lord and Hall (2005) suggest a similar model of leadership developing as skills advance from novice to intermediate and then expert. Progression through these phases requires increasing sophistication. This development is also linked to identity, as Day et al (2014: 68) summarise; ‘identity progresses from the individual level, in which the self is defined in terms of uniqueness from others, to the relational level, in which the self is defined in terms of roles and relationships, to the collective level, in which the self is defined in terms of group or organizational affiliations.’ Lord and Hall (2005: 592) also suggest that on the journey from novice to expert leaders ‘they become increasingly capable of flexibly drawing on internal resources such as identities, values and mental representations of subordinates and situations.’ Gheradi (1998, in Kempster and Stewart, 2010: 205) uses the term ‘situated curriculum’ to explain the journey from novice to become a fully participating colleague in a particular role.

Smylie and Eckert (2018: 567) make a useful contribution, aggregating the work of Conger (1992) Day et al (2009) and Mumford et al (2007) to generate four areas defining capacity of prospective leaders, in their case for teacher leadership:

- ‘a) general potential for the leadership work that is envisioned in the particular context;
- b) receptivity, readiness and ability to learn and benefit from leadership development activities;
- c) initial cognitive and psychological capabilities, orientations and dispositions;
- d) social-relational skills and dispositions.’

The opportunity to ask a leader for their reflections on their journey to leadership resonates intuitively and yet ‘research on leadership from a life-story point of view is still scarce in general’ (Shamir and Eilam, 2005: 412). When advising the use of life-stories as a method for analysis, Shamir and Eilam (2005: 413) caution that ‘we should view leaders’ life-stories as stories that are constructed for self-knowledge, self-clarification, self-presentation, and self-expression.’ The key point made here is that ‘Personal narratives are much more than remembered. They are constructed’ (Shamir and Eilam, 2005: 406).

Shamir and Eilam (2005: 404-406) find that leaders' life stories articulated leadership development around four major themes: 'leadership development as a natural process, leadership development out of struggle and hardship, leadership development as finding a cause, and leadership development as a learning process.' These themes informed the analysis of the primary research interviews with the subjects from MYU and UKU.

There has been reporting of the leadership journey, notably in compulsory education for headteachers, yet in Higher Education and elsewhere the leadership journey appears to be under-reported. 'Leadership research has tended to neglect subjective realities of 'becoming' a leader by failing to consider individual leaders' journeys' (Turner and Mavin, 2008: 376).

Particularly surprising, as Osborne-Lampkin et al (2015) discuss in their meta-analysis of principal characteristics and student achievement from 2001-2012, was a positive relationship between 'precursors' such as a principal's experience, preparation programmes and personal traits, with student achievement. These links between educational leadership and student achievement, in compulsory education, is both a further helpful indicator that leadership in Higher Education is a worthwhile area of exploration and that formative experiences can be influential in later leadership.

When considering leadership journeys in Higher Education, Floyd and Dimmock (2011) identify socialisation and identity as pivotal factors driving the careers of academic leaders, situating it in what they term 'academic career capital'. This journey is elaborated on further in Floyd's later work (2012) where he describes 'turning points' as pivotal moments in an academic career.

In work for the Leadership Foundation in Higher Education in the United Kingdom, Floyd and Preston (2014: 13) identified reasons that academics cited for taking on an Associate Dean role in a national survey of pre- and post-1992 universities:

- '- being asked to take the role on by a senior member of staff
- looking for the challenge of working across the university
- wanting to make a difference for staff and students
- developing a specific career path (away from a traditional academic career)'

More recently, using the same data, Floyd and Preston (2019) found the reasons for taking on the role included: ‘wanting a new challenge’; ‘ambitions of taking up a more senior leadership position in the future’; ‘make a wider impact’; and ‘give something back to the institution.’

Floyd’s work over the past decade is hugely influential but is restricted to Higher Education in the United Kingdom and centred around named roles. It is also centred on a concept of capital, drawing from the work of Bourdieu (1988, and see also 2.5.5 Bourdieu and *Homo Academicus*). While none of this detracts from what is genuinely ground-breaking research Floyd’s studies do not embrace either the specific setting of Business Schools or the cross-cultural context that this study examines.

#### 2.4.6 The Gronn Four-Stage Model

The four-stage model of leadership proposed by Gronn (1999) is perhaps one of the most widely accepted in educational leadership theory. Viewing a career as a linear and logical progression from novice to master it comprises ‘Formation’, ‘Accession’, ‘Incumbency’, and ‘Divestiture.’ The earliest stage of ‘Formation’ is identified as being from childhood where socialisation is first acquired via school and family alongside reference groups which include friends as well as mentors and peers. Wider socialisation includes interaction with others and, along with media influences, encourages a sense of self and the platform upon which style and outlook of the leadership character are built. This is followed by ‘Accession’ where self-belief leads to acceptance of innate competence, or what is termed self-efficacy. The stages are all long, although undefined in terms of time, but last over a lifetime. The ‘Accession’ stage therefore sees the careerist begin to accept their own competence and build self-esteem and self-worth. Working towards mastery it moves through sequential steps of succession, selection and induction. ‘Incumbency’ is the penultimate stage which Gronn (1999: 38) refers to as ‘leadership proper’ and finds the leader establishing their mastery and in search of self-realisation ‘provided the match between their personal needs and the requirements imposed by their roles is congruent . . . then incumbent leaders will be able to go some way to meet their need to self-actualise’.



The model ends somewhat negatively with a 'Divestiture' stage where 'at some point in their lives, due to factors associated with ageing, illness, lack of fulfilment or incapacity, leaders have to divest themselves of leadership by releasing their psychological grip' (Gronn, 1999: 39). Gronn (1999) does allow for a voluntary as well as involuntary exit from leadership but this is more clearly articulated in other authors' views of the leadership career ladder.

Gronn's (1999) model provides a neat, time-framed perspective that complements the GLOBE framework. Day and Bakioglu's (1996: 207) earlier work refer to 'phases' as opposed to 'stages' but follows a familiar pattern of *Initiation, Development, Autonomy* and *Disenchantment*. Ribbins' (2003: 63) contribution incorporates some of the key features that Gronn (1999) and Day and Bakioglu (1996) highlighted in two potential idealised pathways:

- Formation, accession, incumbency (initiation, development, autonomy, disenchantment), moving on (divestiture)
- Formation, accession, incumbency (initiation, development, autonomy, enchantment), moving on (reinvention)

Sections 2.3 and 2.4 have discussed various scholarly interpretations of leadership and within Section 2.5 the focus turns to cultural influences on leadership in Higher Education.

## **2.5 Understanding Culture**

Internationalisation is a pivotal component of UK Higher Education (Beech, 2018) yet universities are behind the curve in their thinking on cross-cultural aspects of leadership.

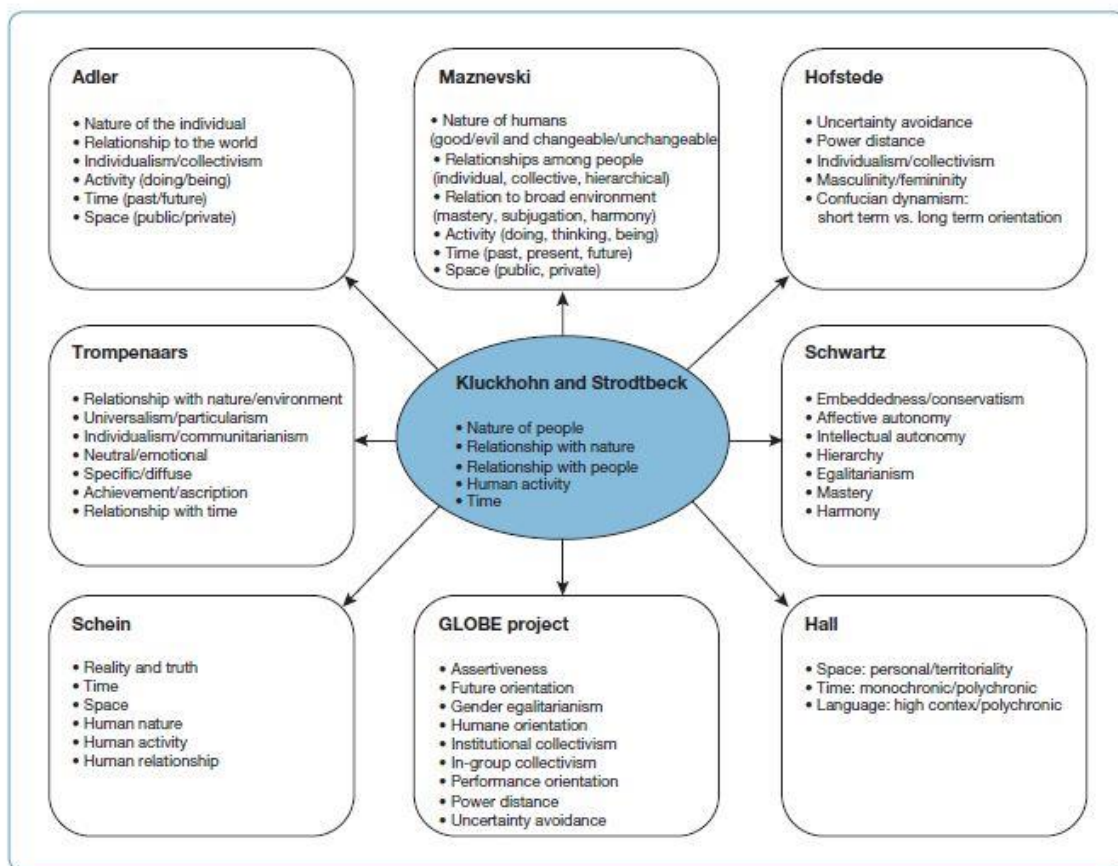
Furthermore, while universities have benefited in recent history from operating in a largely 'growth' internationalisation environment, perhaps somewhat excusing thought inactivity, external factors such as Covid-19 and Brexit will challenge universities in the short to medium term and require fresh thinking to at least endure the inevitable shock.

Most modern understandings of culture can be traced back to Kluckhohn and Strodtbeck (1961) whose primarily anthropological but also psychological interpretations offered a way of comparing

one culture to another. In their understanding, all cultures face the same basic concerns, and they postulated three potential orientations, or responses, to each one. These responses then map the culture. In many ways this breakthrough led to intercultural or cross-cultural knowledge as it is understood today:

1. 'Good/evil nature of man;
2. What is man's relationship to nature? Subordinated to nature, in harmony with nature, achieving mastery over nature;
3. How do men relate to one another? Lineal; individualist; collateral;
4. What is the modality of human activity? Being; doing; being in becoming;
5. What is man's place in the flow of time? Oriented to past, present or future;
6. Concepts of space including public and private.'

(Turk, 1962: 272)



**Figure 2.4.** Cultural Frameworks  
Source: Schneider et al (2014: 43)

Schneider et al (2014: 43) summarise diagrammatically the influence of the original Kluckhohn and Strodtbeck (1961) thinking into the cultural understandings of today (Figure 2.4). Schneider et al (2014) also identify the strands of thinking carried forward in organisational functions and behaviour by Adler (1981), in organisational culture by Schein (1985), and in management practice by Hofstede (1980) and Trompenaars (1993).

It is recognised that the ‘most famous study of employee values . . . now considered a classic’ (Schneider et al, 2014: 42) is by Hofstede. His study involved 116,000 IBM employees in 40 countries and originally produced four ‘value orientations’; ‘power distance’, uncertainty avoidance’, ‘individualism/collectivism’, and ‘masculinity/feminism.’

Around a decade after Hofstede’s (1980) study, House and colleagues (2004) began work on the unprecedented and monumental GLOBE (Global Leadership and Organisational Behaviour Effectiveness) project. It is still the largest project of its kind ever undertaken. Respectfully acknowledging and incorporating previous thinking, the scale is massive. Over 17,000 participants from 62 countries around the world with a more nuanced duality of questioning about *practice* or ‘*what is*’ as well as *values* or ‘*what should be*’ (House et al, 2004).

Culture, like leadership, has many definitions. Kluckhohn’s (1954) conception is ‘culture is to society what memory is to individuals.’ This is appealing as a basic construct because the implication of culture as something that people are often not actively aware of, like a memory, is clear. Memory is not usually thought about in a conscious way, and so it is with culture which permeates the landscape, and everything done, and yet is often ignored or undefined. Of course, culture operates at various levels – at a scale of nation, or ‘society’, regionally, locally, and organisationally. They are not mutually exclusive. This was the chosen definition of culture for this piece of research.

Another feature is that culture is learned. This is where the definition of Hofstede et al (2010: 6) as ‘collective programming of the mind that distinguishes the members of one group or category of

people from another’ is interesting as it both speaks to a collective programming, or group initiation into the rites of culture, but also of categories of people, and the differences between those categories. In other words, learning happens at different levels and can be learned differently to identify one group of people from another.

House et al (2004: 15) define culture as ‘shared motives, values, beliefs, and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generations.’ Values are important in education. Or perhaps they are simply unavoidable. As Scott (2004: 439) notes, universities are possibly the ‘most value-laden institutions in modern society’. Although often delicately side-stepped as an issue that is too complicated, (cf Halstead, 1996; McLaughlin, 1994) they permeate the landscape, actors, and outcomes.

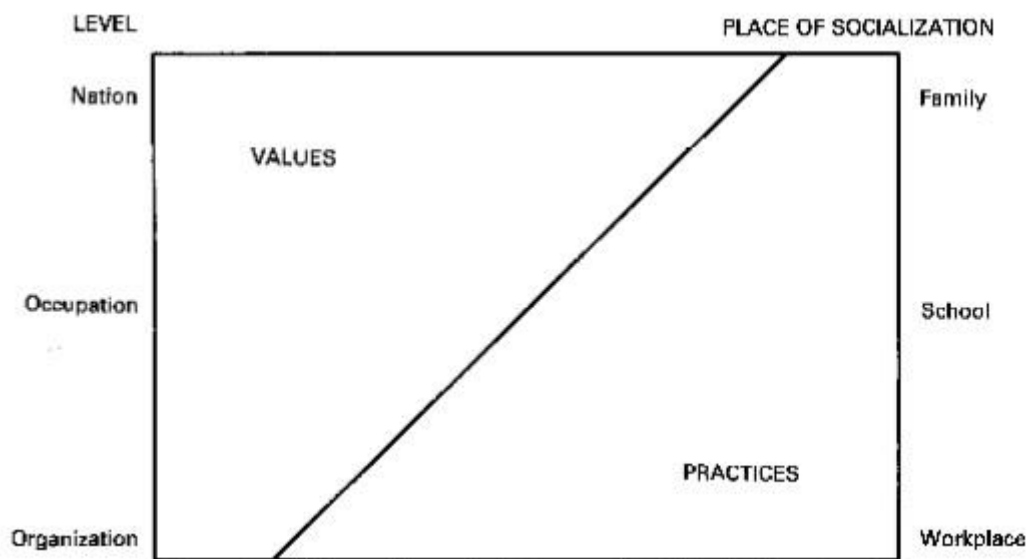
### 2.5.1 Organisational Culture

This current study considered societal and national culture as well as local culture, evident in organisations. Hofstede et al (1990: 286) explain there is little consensus about what organisational culture is but ‘most authors will probably agree on the following characteristics . . . (1) holistic, (2) historically determined, (3) related to anthropological concepts, (4) socially constructed, (5) soft, and (6) difficult to change.’ Their research found that ‘shared perceptions of daily practices’ were the core of organisational culture, which is a nuanced contradiction of the earlier work of Peters and Waterman (1982) who found shared values to be the core of organisational culture (Hofstede et al, 1990: 311). Hofstede (2011: 385) provides a helpful scale to understand the different layers of culture:

‘In the case of national culture, the category is the nation. In the case of organizational cultures, the category is the organization as opposed to other organizations—other things, like nationality, being equal. Next to national and organizational cultures one can distinguish regional cultures, occupational cultures, gender cultures and so on. However, the use of the word ‘culture’ for all these categories does not mean that they are identical phenomena. For different kinds of social systems, their ‘cultures’ are usually of a different nature. This is particularly the case for organizational cultures versus national cultures, if

only because membership of an organization tends to be partial and more or less voluntary, while the ‘membership’ of a nation is permanent and usually established at birth.’

As well as delineating different levels of culture, and that those levels while all sharing the same label of ‘culture’ do not necessarily share the same attributes, the conceptualisation also assists with the fact that organisations are different from each other while other things such as nationality are equal (Hofstede, 2011: 385).



**Figure 2.5.** Cultural differences: National, Occupational and Organisational Levels.  
Source: Hofstede et al (1990: 312)

In the 1990 study, Hofstede and colleagues (1990) explored companies within the same country and therefore found local culture differences rather than national culture differences. They further found a large difference in cultural values at the level of nation, while at the level of organisation they found the smallest difference – see Figure 2.5, above. They explain this by positing different temporal socialisation locations for values and for practices. In their conception, values are developed in early youth with family and friends and at school, and Hofstede and his colleagues argue that these are largely settled by the time a child reaches the age of 10. By contrast, they posit that organisational practices are gained through socialisation at the workplace, where people arrive as adults with values already established and entrenched.

The smallest difference in values is at the scale of organisation, which presumably means similarity of values and practices at the entrance to an occupation. If this similarity is indeed a feature then it is possibly the case that there are similar features that lead an individual on the journey into an occupation, such as Higher Education, through the organisation and into leadership. The difference in values at the scale of nation corresponds with other works such as House et al (2004) where this is discussed in depth.

Clearly, there are antecedent similarities in this work with educational theorists (Gronn, 1999; Day and Bakioglu, 1996; Ribbins, 2003) such as family, school, and workplace, but while their concentration was on the path to leadership as a linear progression, here Hofstede et al (1990) draw those factors into a cultural domain. This doctoral study is open to the two strands of thinking and begins to surface both national and organisational cultural influences. The GLOBE model (House et al, 2004) was therefore a useful tool to help consider the different layers of culture in both case studies of MYU and UKU.

Much as the literature on culture expands on notions of individualism-collectivism, so the use of life histories is well documented in education (Gronn, 1999; Day and Bakioglu, 1996; Ribbins, 2003) with definitions centred around phases or stages in a person's personal and professional growth towards eventual leadership. For the purposes of this study, the Gronn (1999) model is preferred.

### 2.5.2 Culture and Subculture

Sporn (1996) supports the position that culture in Higher Education has been a largely neglected area of exploration and this has led to a lack of clarity as to where the influence is strongest – in the faculty, administration, discipline, or the organisation as a whole. She makes the case for a university-wide culture to address the 'conglomerate of autonomous subunits with loose links and a high degree of specialisation' (Sporn, 1996: 43) but the weakness she identifies becomes a strength for this doctoral research as it affirms the notion of a school of study as a distinct entity

capable of being researched independently of the whole. This is corroborated by the work of Bryman (2007) who notes the department as a crucial unit of analysis in universities because it is usually the main conduit for resources and the deployment of teaching and learning.

In her argument for a university-wide culture and how this can act as an effective regulator in light of relatively weak central control, as well as a strength in times of trouble, Sporn (1996) does provide for a typology of different forms of university culture, shown in Table 2.3 (Sporn, 1996, after Arnold and Capella, 1985). This enables observation of the context of MYU and UKU and starts to enable understanding of how university cultures may influence leadership in Higher Education. Even though Sporn was measuring university culture, both Business Schools at MYU and UKU are large enough to potentially have subcultures which may be dominant.

**Table 2.3.** Types of University Culture

Weak, internally focused cultures	Divergent values, beliefs and attitudes. Dominated by subcultures with work concentrated on internal affairs. Staff concentrate on their own work and do not identify with the school or university as a whole.
Weak cultures with an external orientation	Subcultures with divergent values and beliefs exist but are focused on the external environment. Activities of the subcultures are not coordinated.
Strong, internally focused cultures	Largely uniform values, beliefs and attitudes. This culture will decline with a worsening environment.
Strong and externally focused cultures	Share the same values, beliefs and attitudes. Capable of reacting flexibly to change. May consist of subcultures but these are coordinated to achieve goals.

Source: After Sporn (1996: 55-56)

The case is made that a strong culture is preferred to a weaker one, and that externally oriented cultures are better able to adapt to environmental changes (Sporn, 1996). This is not without controversy as it clearly positions Sporn as favouring a more managerial, and less collegial, approach to leadership. This is at odds with the literature which implies a collegial form of management is most favoured. It is helpful, however, in potentially ‘locating’ this research’s case study Business Schools and their approaches. Therefore, using this typology, the research enabled the plotting of where the Malaysian and British Business School cases are in terms of culture and surfaced how influential this may be on the leaders in the sample.

Maasen (1996: 158) defines academic culture as ‘the set of attitudes, beliefs, and values that integrates a specific group of academics.’ What that ‘specific group’ may be is undefined but, usually, academics are grouped according to shared research and teaching interests aligned with their disciplines, and therefore coherency is governed by this measure. It is likely that academics with similar disciplinary expertise may share a very particular understanding of the world – for example, historians may view the world differently to accountants.

An interesting perspective comes from Yang (2015) a Chinese academic debating the academic culture of China balancing the traditional indigenous norms of higher learning with Western expectations. There is a tension, which is navigated more or less successfully. Yang (2015) predicts a new type of Chinese university in the future incorporating the best of both traditions. He does reflect on the rest of East Asia briefly but, more saliently, references Altbach (2010, in Yang, 2015: 531) who comments that ‘academic culture that is based on meritocratic values, free inquiry and competition is largely absent in East Asia.’ Altbach (2004b, in Yang, 2015: 531) clarifies what is meant by academic culture including ‘‘academic life’ (research, the distribution of research, the students, and the academic profession); ‘academic institutional traditions’ (academic freedom, institutional autonomy, the relationship of the university to society); ‘indigenous’ (intellectual and academic traditions, academic model, the baggage of their historical past); ‘shallow roots in the soil of their countries - the norms and values of academe’.

The works of both Yang (2015) and Altbach (2004b; 2010) support the notion that there would appear to be some cultural differences between British and Malaysian academics. This may corroborate the findings of the GLOBE study (House et al, 2004) in business, and also implies that there may well be organisational as well as national cultural dissonance between the two case studies. Clearly, as with GLOBE it would be expected for there also to be some universality which could potentially inform a nascent global academic culture.



Becher and Trowler (2001: 43) highlight that, in terms of disciplinary culture around the academic world ‘there are noticeable similarities as well as discernible differences.’ They reference the work of Podgorecki (1997) who found variations in disciplinary approach and practice between institutions in Canada, China, Poland, the UK, and the USA.

Clark (1983: 72) defines culture as ‘. . . some shared accounts and common beliefs that help define for participants who they are, what they are doing, why they are doing it, and whether they have been blessed or cursed’ and cautions against evaluating universities in the same way as a business. Brennan (2010: 234) disagrees unambiguously: ‘It is difficult to escape the conclusion that many key actors, both inside and outside Higher Education, do in fact expect universities to behave like businesses. As business terminologies, values and consultants increasingly invade the corridors of universities, one wonders how far the older claims for higher education’s uniqueness and exceptionalism remain relevant and valid.’

There is a recognition in this thesis that universities are increasingly being held to account by government and their agencies, and indeed by the wider public, in a metric-driven environment that emulates business. While arguments rage about what a university may be, all of this does support the application of business theory, such as GLOBE, to the world of academia and, particularly, to Business Schools.

### 2.5.3 Culture as a Contentious Notion

As Williams (1976: 87) notes ‘culture is one of the two or three most complicated words in the English language’ and the idea of culture being challenging to define permeates this current work. Alongside being challenging to define, there is debate about the notion of a unified national or societal group culture being consistent and stable across any one geographical area, and thus of course measurable and comparable as a construct.

Nevertheless, while acknowledging that we live in a globalising world where travel is increasingly accessible, enabling a blend of cultures within localities, at the most basic level there is arguably no consistent culture to examine as there is argument over what is the ascendant or dominant culture in any one location. And, even if there is agreement on any one dominant culture, does it operate consistently or uniformly in that location? This may be why, as Morgan (2005: 177) explains ‘Anglo-American sociology has questioned whether modern societies have a common culture.’

The case study institutions in this thesis are in Malaysia and the United Kingdom, which are both multicultural settings. While it is accepted that a blend of cultures enriches life, it does also of course complicate the study at hand. There are several points to acknowledge.

First, as Columbo (2015: 800) notes (this study’s emphasis) ‘Generally speaking, multiculturalism refers to situations in which people who hold ‘different’ habits, customs, traditions, languages and/or religions live alongside each other in the same social space, **willing to maintain relevant aspects** of their own difference and to have it publicly recognized’ which both explains multiculturalism, and also that people maintain relevant, but not *all* aspects, of their traditions.

This implies that other ‘aspects’ are presumably subject to a process of assimilation and adaptation to a more dominant culture. While the precise level of assimilation and adaptation to the notionally dominant or ascendant culture, will of course vary according to personal choice and circumstance, the fact that there is an element of similarity of culture across the population (without which similarity the multicultural notion of ‘difference’ could not work) supports the point that there is a dominant culture in each locality, such as Malaysia and the United Kingdom, and that might then be compared across localities, as this thesis has done with the case studies at MYU and UKU.

Second, no theory is without controversy. While GLOBE (House et al, 2004) has been used as it builds on contemporary thinking on culture and is reputationally still relevant, it clearly has its drawbacks. In context, though, it provides a useful, relevant and robust lens from which to access

the two case study institutions of MYU and UKU and their academic leaders. While culture may not be as homogenous as GLOBE and others may propose, especially in multicultural locations, there is often a more dominant culture present, and that can form the basis of comparison.

Thirdly, both Malaysia and the United Kingdom are known as multicultural locations, and that provides support for comparison. Were this thesis to examine (say) a country case study location which had a more limited exposure to different cultures, and (say) a country case study location with a greater exposure, then it would be challenging to justify a like-for-like comparison. Broadly, therefore, both country locations in this thesis are comparable on this single measure of being multicultural, and thus this provides a reasonable justification for the current research enquiry.

Fourthly, and finally, one of the tasks of this thesis is to access cultural and leadership in two case study locations, and build new knowledge, partly using existing connections as a means of access. It would be surprising if nothing new was learned about culture and leadership, and thus this work draws upon established thinking about culture and leadership, while being mindful and respectful of the inherent limitations of a study of this type.

#### 2.5.4 The GLOBE Study

Within the field of intercultural leadership, the GLOBE study (House et al, 2004), is particularly important and no review of the impact of culture on leadership would be complete without acknowledging the GLOBE study, its results, and the further research that it has generated.

The GLOBE Study included interviewing 17,300 managers in the food processing, financial services and telecommunications industries in 62 countries over a decade (1993-2003). Findings from the study indicated that effective leadership is more culturally based, which diverges from the mainstream thinking where individual leadership theories (cf Great Man, Traits theories) had been dominant. In doing so, it contributes to a more critical appreciation of the Western hegemony on leadership theory.

The GLOBE study (House et al, 2004) has been deliberately selected as a primary construct from which to work because, aside from sheer scale, it is the most important and comprehensive piece of research to date in the field of cross-cultural or intercultural leadership. A Google Scholar search (on 31 July 2020) shows that the 2004 original book edition has been cited 10721 times. While not without its critics, some discussed below, this current study can find no evidence of academic writing on leadership that has not discussed its impact since publication in 2004.

There is also no clear reasonable competing theoretical framework, as GLOBE acknowledges and effectively agglomerates and builds on existing literatures. This is not without debate as Hofstede (2006: 893), for example, does not agree with this analysis and believes his work to be preminent, and the GLOBE study to be deficient, in an article provocatively titled '*What did GLOBE really measure?*' with notes including 'many of the GLOBE items at the country level may convey hidden meanings not intended and understood by their designers' and centring on the failure to properly address the (Hofstede) masculinity-femininity dimension.

Although updated and expanded over the years, the original GLOBE study (2004) is based on fieldwork from the preceding decade, so in some ways is quite dated. It is hoped that this current work may move the thinking on a little, not just in a Higher Education context but potentially more widely, nearly two decades after the publication date.

The GLOBE project 'examines culture as practices and values. *Practices* are acts or 'the way that things are done in this culture,' and *values* are artefacts because they are human made and, in this specific case, are judgements about 'the way things should be done' (House et al, 2004: xv. Original Author's emphasis). 'GLOBE measured practices and values existing at the level of industry (financial services, food processing, telecommunications), organisation (several in each industry), and society (62 cultures)' (House et al, 2004: xv).

**Table 2.4.** GLOBE Nine Cultural Dimensions

Performance Orientation	The degree to which a collective encourages and rewards (and should encourage and reward) group members for performance improvement and excellence.
Assertiveness	The degree to which individuals are (and should be) assertive, confrontational, and aggressive in their relationship with others.
Future Orientation	The extent to which individuals engage (and should engage) in future-oriented behaviours such as planning, investing in the future, and delaying gratification.
Humane Orientation	The degree to which a collective encourages and rewards (and should encourage and reward) individuals for being fair, altruistic, generous, caring, and kind to others.
Institutional Collectivism	The degree to which organisational and societal institutional practices encourage and reward (and should encourage and reward) collective distribution of resources and collective action.
In-Group Collectivism	The degree to which individuals express (and should express) pride, loyalty, and cohesiveness in their organisations or family.
Gender Egalitarianism	The degree to which a collective minimises (and should minimise) gender inequality.
Power Distance	The degree to which members of a collective expect (and should expect) power to be distributed equally.
Uncertainty Avoidance	The extent to which a society, organisation or group relies (and should rely) on social norms, rules and procedures to alleviate unpredictability of future events. The greater the desire to avoid uncertainty, the more people seek orderliness, consistency, structure, formal procedures, and laws to cover situations in their daily lives.

Source: House et al (2004)

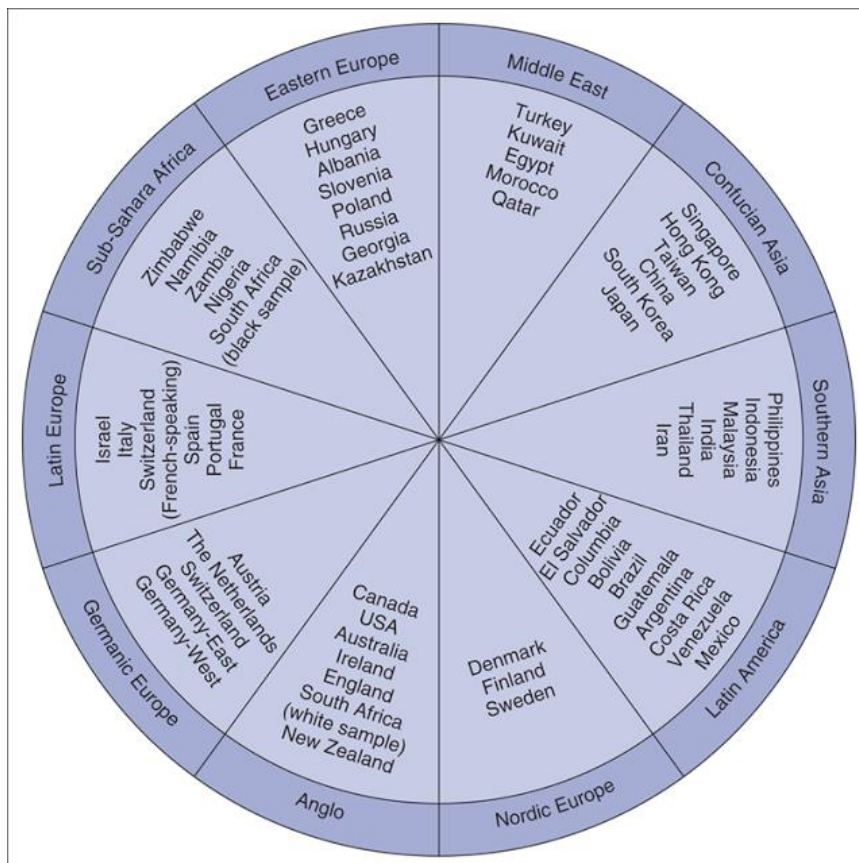
Through the GLOBE (House et al, 2004) findings, using quantitative methods, the researchers were able to identify nine ‘cultural dimensions’ (Table 2.4, above) and six ‘global leadership dimensions’ (Table 2.5, below). These allowed them to divide the findings into ‘regional clusters’ which share the same attributes. The UK falls into the ‘Anglo’ societal cluster whereas Malaysia is part of the ‘Southern Asia’ cluster – see Figure 2.6, below.

**Table 2.5.** The GLOBE (2014) Global Leadership Dimensions

Charismatic/Value Based	Broadly defined to reflect the ability to inspire, motivate and expect the high-performance outcomes from others based on firmly held core values.
Team-Oriented	Emphasises effective team building and implementation of a common purpose or goal among team members.
Participative	Reflects the degree to which managers involve others in making and implementing decisions.
Humane Oriented	Reflects supportive and considerate leadership but also includes compassion and generosity.
Autonomous	Referring to independent and individualistic leadership attributes.
Self-Protective	From a Western perspective focuses on ensuring the safety and security of the individual and group through status enhancement and face-saving.

Source: House et al (2004)

It is interesting to observe that those original three industries were chosen because they could be found in all countries being researched, whether they reside in the public sector or the private sector, and therefore provide a basis for comparison. Of course, the education sector is conspicuous by its absence and has, to date, never been explored using this approach.



**Figure 2.6.** The GLOBE Regional Clusters  
Source: House et al (2004)

The regional clusters, in Figure 2.6, above, were developed by GLOBE ‘using all GLOBE cultural dimensions (nine scales for cultural *practices* and nine scales for cultural *values*) . . . unifying themes linking societal cultures together within distinct regions of the world’ (House et al, 2004: 178). In this way, they represent cultural similarity and difference across the different countries. In Figure 2.6, above, it can be seen that there is greatest similarity with those societies that form that cluster. For example, those in the Eastern Europe Cluster are most similar. In Figure 2.6, the

relative location of each cluster is also related to similarity and difference. So, the Southern Asia Cluster is opposite the Latin Europe Cluster, and thus more different from that cluster than the neighbouring Confucian Asia Cluster and Latin America Cluster.

MYU is based in Malaysia, and thus the Southern Asia Cluster, while UKU is based in England, which is the Anglo Cluster. In this way, the relative similarities and differences can be observed from the original GLOBE findings of cultural *practices* and cultural *values*. These two Southern Asia and Anglo clusters constitute the primary focus of the rest of this thesis.

**Table 2.6** GLOBE Anglo and Southern Asia Clusters – Cultural Practices ‘As Is’

Cultural Dimension	High Score Cluster	Mid-Score Cluster	Low Score Cluster
Performance Orientation	Anglo	Southern Asia	
Assertiveness		Anglo Southern Asia	
Future Orientation		Anglo Southern Asia	
Humane Orientation	Southern Asia	Anglo	
Institutional Collectivism		Anglo Southern Asia	
In-Group Collectivism	Southern Asia		Anglo
Gender Egalitarianism		Anglo Southern Asia	
Power Distance		Southern Asia Anglo	
Uncertainty Avoidance		Anglo Southern Asia	

Source: Javidan et al (2006a: 71)

1. Javidan et al (2006a: 71) note that means of high-score clusters are significantly higher ( $p < 0.05$ ) than the rest, means of low-score clusters are significantly lower ( $p < 0.05$ ) than the rest, and means of mid-score clusters are not significantly different from the rest ( $p > 0.05$ ).

In this thesis, being smaller than the original GLOBE study, the respondents were asked their perceptions of *group practice* and their culture ‘*as is*’ and thus the reader is cautioned when making any comparison against the main GLOBE findings, which of course includes both *group practice* and *societal values* - ‘*what should be*’ (House et al, 2004). Table 2.6, above, shows the original GLOBE results distributed across the Anglo and Southern Asia clusters for cultural *practices* ‘*as is*’ which is what this study applies to Higher Education at UKU, which is in the Anglo cluster, and MYU, which is in the Southern Asia cluster.

It is important to recognise that there are limitations within the GLOBE study. Jepson (2009) has raised several issues with the GLOBE study principle, particularly the use of a questionnaire as a quantitative tool. She does acknowledge that qualitative interventions such as interviews and focus groups were used but is troubled by the fact that this was only in some of the population rather than across the entire sample. A realistic alternative to the questionnaire that could reasonably reach this size and scale of sample was not suggested.

There is also criticism of the concept of ‘national cultural dimensions’ first developed by Hofstede (1980). There will be sub-cultures within national cultures but, as Jepson herself concedes, House et al (2004) acknowledge limitations in Hofstede’s work. Jepson further criticises the use of language and suggests that potential errors may have emanated from questionnaire translations, and the meaning of words being interpreted differently in different cultures. Language is not neutral, and it may skew responses and analysis to a Western-dominant perception of the phenomena being studied.

In her own research, totalling 105 managers and non-managers in two countries, Jepson adopted a mixed methods approach with interviews followed by three questionnaires using Path-Goal, Hofstede and Educational Background. In summary, Jepson acknowledges the importance of GLOBE but suggests that a more qualitative approach could yield richer results. This present work does have a more qualitative approach, which is discussed further in the next chapter.

#### 2.5.5 Attitudes, Values and Culture in Education

Maassen (1996: 157-158) separates the study of Higher Education into two clear parts (this study *emphasis added*):

‘the substantive activities of academics (working with the ‘raw material’ ie knowledge), and the organisation of the work of academics, including the *attitudes and values* of academics towards their work and their profession.’



It is *attitudes and values* rather than the teaching that is of interest within this thesis. Maassen (1996: 158) notes the work of Clark (1983) who conceptualised ‘the external sources that steer academics.’ Clark is one of the first to view universities through a community and culture lens.

What Clark (1983) calls *academic belief*, Maassen (1996: 158) refers to as *academic culture*, which is influenced by (emphasis added) ‘the discipline, the employing university, the *national context* and the *academic profession at large*.’ Maassen (1996: 158) explains Clark’s (1983) frustration, particularly in that ‘comparisons across countries are so scarce that ‘national patterns can only be suggested by examples and illustrations’’. While Maassen (1996: 158) acknowledges the date of Clark’s (1983) quote he states simply ‘the situation has not improved much since.’

Indeed, this author concurs and starts to address the gap that Clark (1983) identified nearly 40 years ago. However, it is clear that leadership and culture are related (Alvesson, 2011) and that societal culture is linked to, and influences, organisational conditions (Jones, 2005, in Alvesson, 2011) as well as ideals and standards for leadership (Den Hartog and Dickson, 2004 in Alvesson, 2011).

‘Culture does not only limit, frame and prescribe leadership on a general, societal level but also *within* organisations. Any particular organisation represents a mix of general societal and industrial expectations and ideas, and of local, more or less organisation-specific ones. Organisation-specific cultural ideas and meanings in various ways direct and constrain managerial behaviour and leadership. Senior managers pass on (or modify) organisational culture through being role models, using selective recruitment to managerial positions and through sanctioning or discouraging deviations.’

Alvesson (2011: 159)

As culture is so important, one further aspect may be that senior managers ‘select’ individuals for leadership due to their appropriateness in maintaining the culture of the organisation, and their wider understanding of societal culture. Smylie and Denny (1990: 237) talk about education administrators who ‘appoint and anoint’ - in their case teachers - to leadership, while Alvesson (2011: 161) notes that ‘most people expected to exercise leadership in their jobs are much more strongly influenced by organisational culture than they are involved in actively producing it’.

Yukl (1989: 253) defines leadership as ‘influencing task objectives and strategies, influencing commitment and compliance in task behaviour to achieve these objectives, influencing group maintenance and identification, and influencing the culture of an organisation.’ This is a helpful reminder that the participants in this study are leaders as well as academics at prestigious universities and therefore active influencers within their contexts. While much of the emphasis was naturally on their leadership journey and what happened to them during this journey, they influenced those around them, and attempts were made to capture this as well.

#### 2.5.6 Bourdieu and *Homo Academicus*

It would be remiss of any literature review that was discussing cultural influences on leadership in Higher Education not to address the work of Bourdieu (1988) in *Homo Academicus* which reflects his thoughts on academia. Bourdieu’s principal contribution over a lifetime of academic thought is around power, and especially how that power is preserved and passed on to the next generation. The mechanism for the capture and transfer of power is suggested as capital, building on traditional notions of economic capital, and characterised as cultural, social, and symbolic forms of capital.

In turning his gaze to academia, he offers some thinking which may have relevance to cultural influences, as he references academia as a coherent body behaving and operating in a consistent manner, but also in terms of leadership. In this conception, some academics are permitted entry into the ranks of academia via their doctoral journey and then enabled to prosper within their own careers by having their research recognised and encouraged.

Bourdieu (1988: 48) argues that ‘the university field is organised according to two antagonistic principles of hierarchisation: the social hierarchy, corresponding to the capital inherited and the social and political capital actually held, is in opposition to the specific, properly cultural hierarchy, corresponding to the capital of scientific authority or intellectual renown’. Therefore, those in positions of power and in charge of maintaining the status quo are in opposition to those producing knowledge without encumbrance.

Fisher (1990: 586-587) reviewed the Collier translation of *Homo Academicus* and facilitated further understanding of the thinking:

‘Academic power can only be accomplished and maintained through a continuous and heavy investment of time in what North Americans refer to as 'networking.' This process of accumulating capital is a complex process involving deals and alliances that serve to confirm that this person is an appropriate member of the academic power elite. The use of time in Bourdieu's view sums up what he calls the "time-economy" of the two poles of the university. On the one side are the professors who concentrate on the accumulation and management of academic capital; on the other side are those who concentrate on the production of symbolic capital by doing scientific research. It is the contrast between the modern versions of the university administrator and researcher. The profound ambivalence and lack of trust between the two groups is self-fulfilling. Bourdieu sees a circular causality between the habitus of university life and the university field, as both groups continue to concentrate their time on the activity that produces the most reward.’

While it is critical to acknowledge the work of Bourdieu and *Homo Academicus*, the thinking behind it is of course related to the French system of academia, and specifically in terms of the student revolution in May 1968. This may or may not have relevance or similarities to UK or Malaysian Higher Education today. The central conceit of those in power opposing those who are not seems, certainly at a School level, where this thesis is focused, a little underdeveloped, if only in the simplest terms that power rotates among academics.

## **2.6 Summarising the Learning from the Literature: Three Research Questions**

The review of the literature, and the identified gaps in literature, allowed the framing of the research questions for this thesis, and helped identify how this research study can make a useful contribution to understanding.

This chapter has considered literature, relevant to the research questions, on culture and leadership. Leadership literature was reviewed through drawing on work from both business academics (e.g., Lord and Hall) and educational theorists (e.g., Bryman). Critique of the extant literature includes the mired concept of ‘trait’ as opposed to other more progressive understandings of leadership.

Attention turns to the unique context of Higher Education leadership, which is often short-term in nature and removes an academic from their primary concern, which is research. For that reason, academics often do not wish to become leaders. Against this backdrop, the notion of what a successful leader could be in this environment was discussed, along with the inherent conflict of 'stepping up', and the generally poor preparedness of academics to take on leadership. Concepts of collegiality and managerialism were identified as key in the Higher Education milieu.

The importance of personal narrative is highlighted through reflection on the work of Chan and Drasgow on motivations to lead, and Shamir and Eilam's consideration of the life story and journeys to leadership.

Along with the work of House and colleagues, the work of Gronn (1999) is one of the two anchor theories which informs this thesis. While his work is not unique in explaining a stage-by-stage progression to educational leadership, it is probably one of the most notable contributions in the education literature and therefore provides a useful framework to describe the 'becoming' of a leader albeit in a linear manner. Finally, a brief discussion of related literature, before the penultimate section on attitudes, values and culture in education, unites some themes which motivate this work, including the clarion call by Clark (1983) for further enquiry as one of the original triggers for this thesis.

The question of culture was then explored in the pioneering and substantial work of House et al (2004) (the GLOBE study) as well in other notable antecedent works such as Kluckhohn and Strodtbeck (1961).

Acknowledging some criticisms of GLOBE, the literature review has also recognised some other important thinkers on culture, especially Hofstede and his colleagues, who have discussed culture, and specifically the idea of different 'layers' of culture. The review then turned attention to the university as a culture through consideration of the work of Sporn, Maasen and Yang.

At present, much of the literature about leadership development in Higher Education is very western-focused. Research on cross-cultural leadership development is more globally facing, but often coordinated and driven by western institutions. Where this thesis contributes is to the intersection on cross-cultural leadership development in Higher Education.

Specifically, this research:

- Applies the thinking of the GLOBE study to education for the first time.
- Contributes to the understanding of leadership in Higher Education.
- Highlights motivations to lead, in environments not noted for leaders to step forward
- Explores the appropriateness of the Gronn model to Higher Education in a two-Business School case study in different cultural environments.

#### 2.6.1 The Three Research Questions

To enable the introduction of GLOBE (House et al, 2004) into Higher Education, and therefore contribute some new thinking to leaders and leadership in that sector, the following three research questions are proposed to enable investigation by this thesis. To add to the gap in knowledge around cultural influences on the leadership journey in Higher Education, the first research question is therefore:

***RQ1. To what extent does culture influence the leadership journey in Higher Education?***

The GLOBE (House et al, 2004) study is utilised by this thesis as one of the first large-scale studies of its kind. It illustrates that culture does influence leadership through research into three business areas which are interrogated across the world in a systematic way. GLOBE establishes the notion that a leader in Malaysia, for example, will lead differently than a leader in the UK. This demands the question of whether an academic leader in Higher Education in, for example, Malaysia may lead differently than an academic leader in the UK.

To address the gap in knowledge in whether there are differences in cultural influences in the leadership journey in comparing Malaysian and British Higher Education, the second research question asks:

***RQ2. To what extent does culture influence the leadership journey in Higher Education differently in the UK and Malaysia settings?***

Leadership journeys have been explored and discussed in fields other than education but there is relatively little research into the nature of the leadership journey in Higher Education. Using Gronn's (1999) four-stage model to guide questioning and then through listening to the experiences of academics in Malaysia and the UK, similarities and differences in leadership journeys are explored.

Do academics in the UK and Malaysia share a universal academic culture that transcends local culture? The final research question determines whether academics are identifiable wherever they are in the world, and addresses the gap on the notion of a shared academic sub-culture:

***RQ3. What evidence is there of a shared academic sub-culture in British and Malaysian higher education?***

There is evidence that culture in Higher Education is under-reported (Sporn, 1996) and while much literature exists on the fact that universities are themselves sources of wider culture, there is also theory which proposes an academic sub-culture (Maasen, 1996). Most research into academic culture stems from Europe, North America, Australia and New Zealand, yet some suggest there may be global differences (Becher and Trowler, 2001) and particularly when considering western and non-western academic contexts (Yang, 2015). This study investigates if there is a shared academic sub-culture beyond the influence of local culture.

## 2.7 Summary

In considering the extant literature and what this thesis might additionally contribute, the researcher has made a number of ‘judgements’ (Bryman and Bell, 2015: 100) about what to include and exclude to highlight leadership and culture in a Higher Education context. These judgements have been made on the basis of the research questions, which themselves have been developed out of the gaps in literature. By questioning what cultural influences may affect the leadership journey in Higher Education, it is hoped more may be learned about the leaders, what motivates them to lead, and how best to support that going forward, when evidence points to it being perceived as a negative or at least distracting influence on an academic career.

Are those cultural influences based on where someone is born, or are there cultural influences that transcend nations or regions and behave globally when it comes to the leadership journey in Higher Education? These questions materially assist in the primary ambition of this study, which is to surface how culture influences the leadership journey in Higher Education.

Having now considered the literature, and the research questions which emanated from the gaps that have been noted, the next chapter establishes the methodology that addresses the research questions.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter sets out the methodology of the study. It begins with a brief discussion of the underpinning ‘philosophy’ that guides the work, before outlining the approach employed to address the research questions. There is then a discussion of ethical and related issues before the conclusion.

The first part of the chapter locates this study within a wider conceptual framework and opens with the work of Ribbins and Gunter (2002) exploring how this research aligns with their ‘Humanistic’ domain as it ‘seeks to gather and theorise from the experiences and biographies of those who are leaders and those who are led’ (Ribbins and Gunter, 2002:374).

Discussion of the mixed-method approach includes consideration of the use of a pre-interview questionnaire (quantitative) to inform the in-depth semi-structures interviews (qualitative) acknowledging the dominance of the qualitative element with the conventional notation QUAN (QUAL) (Denscombe, 2014).

Limitations of access and sampling are considered with the rationale for purposive sampling presented and justified as part of an overall exploratory, rather than representative, research strategy.

The research instruments and tools are addressed and the Leadership Origins and Orientation Questionnaire (LOOQ) – the most important research instrument used in this thesis – is introduced, evaluated, and discussed.

For good practice, and to inform the main study, a pilot study was undertaken, and this is described with the results in the latter part of the chapter.



### 3.2 Research Context

Ribbins and Gunter (2002: 359) note the ‘characteristically pragmatic and essentially atheoretical tradition’ of the UK education field but made a landmark contribution in their suggestion of five ‘knowledge domains’ in educational leadership after conducting a wide-ranging analysis of publications. These domains are indicated below in Table 3.1, below.

**Table 3.1.** The Five Knowledge Domains

Knowledge Domain	Meaning
Conceptual	Concerned with issues of ontology and epistemology, and with conceptual clarification.
Critical	Concerned to reveal, and emancipate practitioners from, the various forms of social injustice and the oppression of established but unjustifiable structures and processes of power.
Humanistic	Seeks to gather and theorise from the experiences and biographies of those who are leaders and those who are led.
Evaluative	Research that seeks to abstract and measure the impact in this case of leadership and its effectiveness at micro, macro and meso levels of social interaction.
Instrumental	Provides leaders and others with effective strategies and tactics to deliver organisational and system-level goals.

Source: Tomlinson (2004: 8) adapted from Ribbins and Gunter (2002)

This thesis is aligned with Ribbins and Gunter’s ‘Humanistic’ domain as it seeks to understand perceptions of academic leaders in order to locate their life experiences and career history within the GLOBE cultural dimensions and Gronn framework, with a focus on context and their personal and professional backgrounds.

### 3.3 The Research Philosophy

Guba (1990: 18) advises the answering of three questions that, together, form a basic belief system or paradigm that ‘determine[s] what enquiry is and how it is to be practised.’

1. ‘Ontological. What is the nature of the ‘knowable’? or, what is the nature of reality?
2. Epistemological. What is the nature of the relationship between the knower (the inquirer) and the known (or knowable)?
3. Methodological. How should the enquirer go about finding out knowledge?’

Source: Guba (1990: 18)

Grix (2010: 26) describes ontology as ‘the image of social reality upon which a theory is based.’ It is important for this work to take account of an ontological position within the overall belief system because these assumptions, and the decisions made because of them, will permeate the research. Essentially, it must be decided whether social reality is external to individuals and ‘imposing itself on their consciousness from without’; or if it is a result of individual cognition ‘created by one’s own mind’ (Cohen et al, 2007: 7).

The principal question asked in this context is whether the social reality that the researcher studies is seen as external to and independent of the researcher, or *realism*, or whether it is seen as partly shaped by the perspective of the researcher and is therefore not independent, or *relativism* (Guba, 1990). The position of this researcher is a blend of both, as it is difficult to see how research of this nature could be entirely one or the other. However, the researcher adopts a more realist stance, with the caveat that this is inevitably open to some interpretation.

It is also important to note the deliberate emphasis of this work being located within humanism and humanistic research. ‘Humanistic research is research that gives prime place to human beings, human meaning and human actions in research’ (Lewis-Beck et al, 2004: 466). In tracing the development and life stories of the academic leaders in this study the methods align with the intent to surface their experiences with humanistic enquiry; ‘often employing field research, life stories and qualitative research . . . it aims to get a close and intimate familiarity with life as it is lived’ (Lewis-Beck et al, 2004: 466).

Further, this is *their* lives and *their* reality, which again emphasises realism. To give a simple example, in the context of this research, guidance for UK academics is offered by the QAA (UK Quality Assurance Agency) and for the Malaysian academics by the MQA (Malaysian Quality Agency) – and the researcher is familiar with both. The QAA or MQA cannot say what ‘quality’ is in a rule book, ‘quality’ is always open to someone else's interpretation. There will inevitably be a range of interpretations, and understandings, of what ‘quality’ is.

The social reality that this researcher is observing belongs to the academic leaders in this study. While it would be unlikely that the researcher could entirely remove himself from this notion or understanding, and is aware of potential pollution in this example, it is the reality of the academic leaders which is relevant and has clear primacy.

Flowing from the ontology, is the epistemology; that is, this study's concept of what reality is or how can that knowledge be known. If the researcher takes the view that knowledge is 'hard, objective and tangible' then it is positivist, and aligned with the natural sciences in both position and methods; whereas if it is believed to be 'personal, subjective and unique' then it has a subjective or anti-positivist stance and requires some interaction with the research subjects (Cohen et al, 2007). This work deliberately seeks the personal truths from the participants and therefore is anti-positivist in nature. The findings of this thesis discuss shared elements of culture and the leadership journey, but each participant's individual journey is singular, and belongs to that person. Therefore, their truths are personal and unique to them, and insights are expected to be richer as a result. Guba (1990: 26) substantiates this further, speculating that 'if realities only exist in respondents' minds, subjective interaction seems to be the only way to access them.'

It is debatable whether any kind of research involving humans could ever really be purely positivist, and in the history of the social sciences positivism has largely been supplanted by several postpositivist frameworks. The benefit of postpositivism, as far as this research is concerned, is the mature recognition that the researcher does bring some level of influence on what is being studied and the understanding that knowledge itself is not flawless.

'Human knowledge is not based on unchallengeable, rock solid foundation – it is *conjectural*. We have grounds, warrants, for asserting the beliefs, or conjectures, that we hold as scientists, often very good grounds, but these grounds are not indubitable. Our warrants for accepting these things can be withdrawn in the light of further investigation'

Phillips and Burbules (2000: 26 – original author emphasis)

Understanding that knowledge is fallible does not make its pursuit less attractive, and the fact that there are multiple perspectives and values held, particularly in a cross-cultural study such as this,

should not negate the importance of the research. In fact, it should make it more significant, with full appreciation of limitations and inherent caveats.

‘The postpositivist approach to research is based on seeking appropriate and adequate *warrants* for conclusions, on hewing to standards of truth and falsity that subject hypotheses (of whatever type) to test and thus potential disconfirmation, and on being open about criticism’

Phillips and Burbules (2000: 86-87 – original author emphasis)

A generally interpretivist approach is adopted in order ‘to view research participants as research subjects and to explore the meanings of events and phenomena from the subjects’ perspective’ (Morrison, 2007: 18) enabling the research to gain from the richness of subject experiences and perceptions over time. Interpretivism also emphasises context and allows understanding to surface of what goes on in the ‘becoming’ of a leader.

In doing so, this research positions itself along the phenomenological strand of interpretivism (Saunders et al, 2016), reifying the participants’ lived experiences and their interpretation of these experiences. As Guba (1990: 27) explains, in taking a subjectivist epistemological position, ‘inquirer and inquired are fused into a single (monistic) entity. Findings are literally the creation of the process of interaction between the two.’ It is understood that to make this choice, the researcher accepts that there cannot be an objective reality (Morrison, 2007) and that, from this approach, findings cannot be generalised (Mack, 2010) but generalisation is not the purpose of this current endeavour.

The position of the researcher and the values of both the researcher and participants are articulated through axiology which deals with the ‘role of values and ethics within the research process’ (Saunders et al, 2016: 128). This embraces the entire research process, and it is essential to acknowledge this to protect the credibility of the study and results. Choices are made throughout the research journey and whether it is about the selection of an underpinning philosophy or what type of data collection is preferred, it is important to be reflexive and honest about the axiological imperatives that are driving that choice.

In terms of theory development, this study adopts an inductive approach, which is consistent with the interpretivist research philosophy in terms of ontology, epistemology and axiology (Saunders et al, 2016). The principal purpose of this endeavour is to generate and build new theory in the study of leadership in Higher Education in the United Kingdom and Malaysia, which is an interpretivist ambition. However, it is acknowledged that there are elements of abduction (Saunders et al, 2016) as current theory (especially the Gronn and House models) iteratively informs the development of the discussion. Overall, though, the centrality of context to this study, particularly the search for experiences and inherent uncertainties, alongside the use of qualitative data makes this a generally interpretivist approach to the development of an understanding.

### **3.4 A Mixed Methods Approach**

The qualitative research seeks to reveal the subjective experience of the individual in order to surface cultural influences on leadership in Higher Education, and understand how ‘the individual creates, modifies and interprets the world’ (Cohen et al, 2007: 9). This is termed idiographic and highlights the unique and subjective experience of the person. Through in-depth semi-structured interviews, it is hoped to surface the subjects’ experiences.

‘Qualitative research is an intricate fabric composed of minute threads, many colours, different textures, and various blends of material. The fabric is not explained easily or simply.’

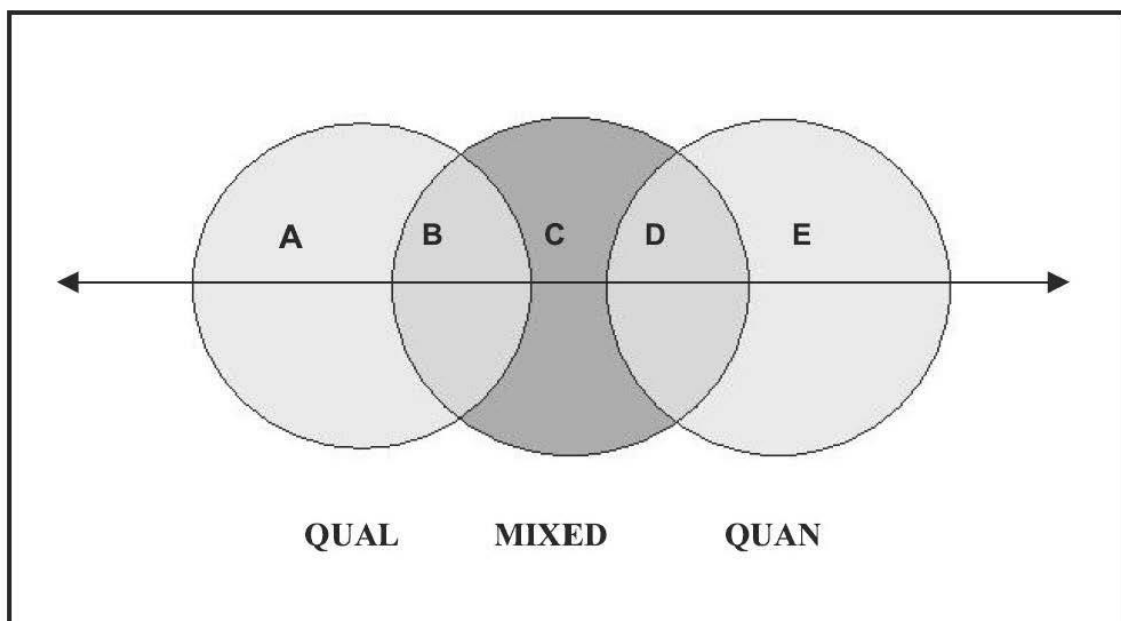
(Creswell, 1998: 13).

A standardised questionnaire, the Leadership Origins and Orientation Questionnaire (LOOQ) (Appendix A), was used ahead of the semi-structured interviews to discover where the subject broadly fitted within the expected GLOBE Cultural Dimensions, discussed further in the instruments section below, as well as informing the Gronn leadership model. This also confirmed the relevance of the interview questions asked. This research, therefore, was not purist but pragmatically employed a ‘mixed methods’ approach. As Gall et al (2007: 32) explain, ‘there is a growing consensus among researchers that qualitative and quantitative research can complement

each other'. Harris and Brown (2010: 11) identify specific issues to be wary about when combining a questionnaire with a semi-structured interview but conclude that the results from the two methods 'should be considered not so much as confirmatory or divergent, but rather as complementary'.

Denscombe (2014) points to a number of benefits when employing a mixed methods approach including: (i) accuracy of findings, aligned with the principle of triangulation, as results from one method is checked against another; (ii) a more complete picture, as different methods can be complementary; and (iii) use of contrasting methods to inform the other, as methods are used sequentially to develop the findings from the previous phase. While all these benefits were anticipated, it was using the questionnaire to help shape the interviews where most benefit was expected.

In this thesis, the qualitative element is most dominant, and Teddlie (2005) provides a visual representation demonstrating the scale of qualitative aspects in relation to quantitative aspects of interrogation, shown in Figure 3.1, below.



**Figure 3.1.** The QUAL-MIXED-QUAN Continuum  
Source: Teddlie (2005).

In Teddlie's (2005) assessment there are separate methodological groups at work in academia with those aligned to quantitative signified as QUAN, the qualitative as QUAL, and the mixed methods group as MM. Teddlie's (2005) continuum enables this research to map itself onto the scale demonstrating the extent of qualitative or quantitative enquiry that has been undertaken. Using this measure, the investigation in this thesis falls into Zone B, with primarily qualitative research components and some quantitative components. The quantitative element is the LOOQ more generally, as the questionnaire, which is more quantitative as a tool, but most specifically in Part 1, the Likert scale questions. On the other hand, the qualitative component is the one-to-one semi-structured interviews, and aspects of the Part 2 short answer section of the LOOQ (see Appendix A).

In a broad review of leadership research from 1990-2012 Stentz et al (2012: 1173) concluded: 'Leadership research has a long history of a quantitative approach, and it remains the most commonly used approach among leadership researchers.' Takahashi et al (2012: 530) concur, adding 'there are relatively few qualitative studies of leadership in international contexts.' What this doctoral research provides, therefore, is a contribution where the qualitative aspect is more prominent, and where the study takes place in an international context, which provides a different perspective from which to surface influences on leadership.

Indeed, the combination of both quantitative and qualitative aspects is recommended as, 'while quantitative approaches provide opportunities for analysing existing leadership approaches, combining them with qualitative approaches can support new discoveries within the realm of existing leadership theory' (Stentz et al, 2012: 1174). As Stentz et al (2012: 1174) observe,

'Although the GLOBE researchers used an overall quantitative approach for purposes of scientific validity, they also applied a mixed methods approach within their multi-phase, multi-method project by embedding content analysis of semi-structured interviews, focus groups, and published media to capture richly descriptive culture-specific interpretations to account for cultural influences on leadership'.

Two of the principal theorists on mixed methods, Creswell and Plano Clark (2011: 5) define mixed methods as below:

‘Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.’

Creswell and Plano Clark (2011) highlight *four fundamentals* to consider in the construction of a mixed methods study: the extent of interaction; the relative priority; timing; and the scheduling and approach to the mixing of the two data types.

#### 3.4.1 Addressing the Four Fundamentals

Creswell and Plano Clark (2011) assess the relative position between the qualitative and quantitative elements of research outlined below, with the position of this research discussed in relation to each of the four fundamentals.

*Interaction.* Creswell and Plano Clark (2011) describe the level of interaction between the qualitative and quantitative elements as either being ‘independent’ where both components are handled separately and only considered together at the final point of interpretation, or ‘interactive’ where the two strands are considered at some point before. This study pursued the ‘interactive’ approach as the two strands were mixed at the point of data analysis, before the semi-structured interviews occurred, and therefore had an influence during the fieldwork.

*Priority.* The emphasis or ‘weighting’ of each strand (Creswell and Plano Clark, 2011) is contemplated with the decisions being quantitative, or qualitative, or both. As noted above, this work was qualitative-dominant.

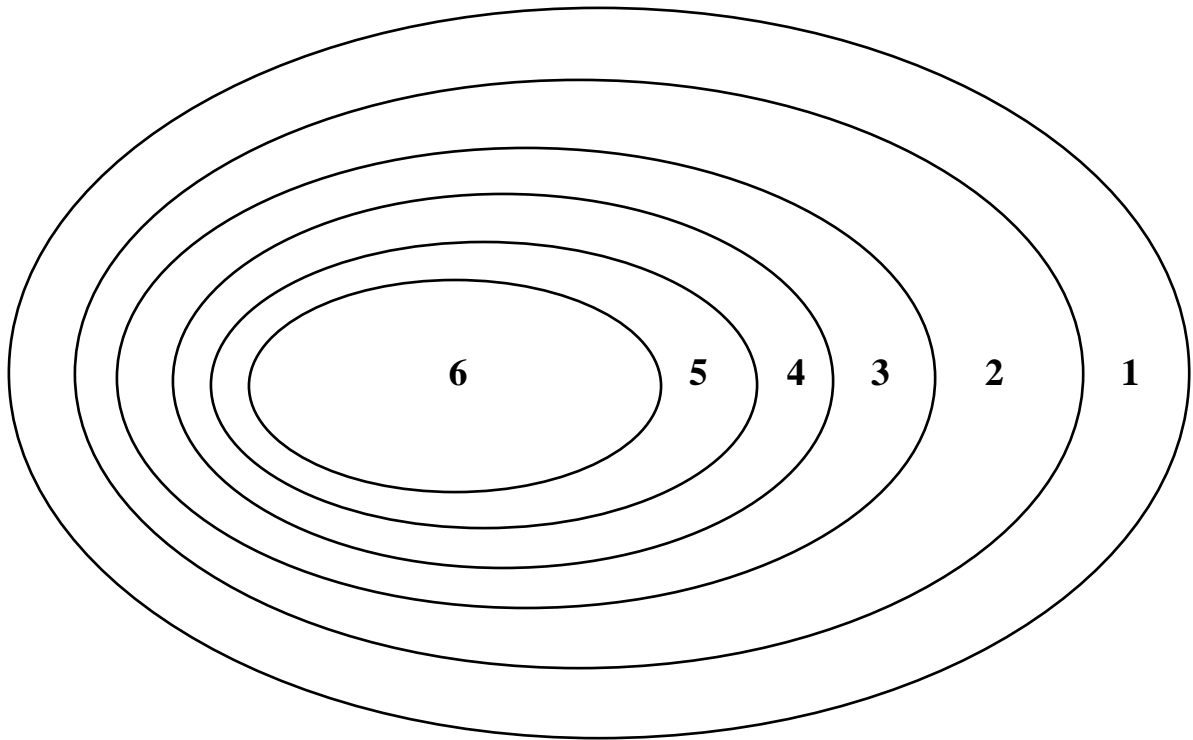


*Timing.* This refers to the sequence of data collection, with options being sequential, concurrent, or multiphase (Creswell and Plano Clark, 2011). This work was sequentially timed, with the quantitative LOOQ occurring before the qualitative semi-structured interviews.

*Mixing.* The final fundamental decision to make is ‘where are both strands merged?’ (Creswell and Plano Clark, 2011: 66) with possibilities including: in the course of interpretation; in the course of data analysis; in the course of data collection; or in the course of research design. The mixing occurred during the data analysis phase as the LOOQ informed the semi-structured interviews.

The above decisions informed the mixed methods design of the study which Creswell and Plano Clark (2011) articulate as: convergent parallel design; explanatory sequential design; exploratory sequential design; embedded design; transformative design; and multiphase design. This work started with quantitative data followed by qualitative data as the LOOQ informed the semi-structured interviews which enabled identified issues to be explored in depth, and thus demonstrated an explanatory sequential design.

In terms of the research design, and relative importance of the qualitative and quantitative elements of enquiry, the qualitative element was dominant. In terms of conventional notation, this research is QUAN (QUAL) in the first, questionnaire phase, as the Part 1 quantitative questions (derived from Northouse, Appendix B) are delivered, followed by the short-answer questions (addressing the Gronn characteristics) in Part 2. The second phase is QUAL as the semi-structured interview takes place. The research process is depicted in Figure 3.2, below.



**KEY**

1. Interpretivist Research Philosophy
2. Inductive Approach to Theory Development
3. Mixed Method Research using Qualitative and Quantitative Approaches
4. Case Study Strategy
5. Cross-sectional Time Horizon
6. Data Collection using the Leadership Origins and Orientation Questionnaire and Semi-Structured Interviews to respond to the Research Questions. Thematic Analysis to deliver Findings and Conclusion.

**Figure 3.2.** The Research Process: Principal Elements  
 Source: After Saunders et al (2016: 124)

**3.5 Access and Sampling**

The researcher gained access to the two institutions, and after being granted permission to begin research by the University of Birmingham Ethics Committee, participants were targeted with a recruitment flyer (Appendix C) and a participant information sheet (Appendix D).

The two universities were chosen on the bases of similar size, research credibility and broad equivalence in terms of relative rankings. The Business Schools of both universities were examined, based on the notion that academics in that type of school would be more aligned to

business, or at least business-facing, and in that way potentially closer to the GLOBE model. The Business School at UKU was founded in the early 1900s, and the University is a Russell Group institution, with around 30,000 students. The MYU Business School was established in the 1980s with management provision being offered since the 1970s. It also has a total student population of around 30,000. Both institutions are in the public sector. The first two research questions focus on the relationship between culture and leadership:

***RQ1. To what extent does culture influence the leadership journey in Higher Education?***

***RQ2. To what extent does culture influence the leadership journey in Higher Education differently in the UK and Malaysia settings?***

Academic leaders are defined as anyone with formal leadership duties, including research leadership, within their workload. Anyone who has management responsibility was also eligible to be part of the research. To be most useful for the investigation, participants should have had some teaching as part of their role – i.e. not entirely administrative or entirely research in their working tasks. The rationale for this was twofold: (i) that the subject may still remember (relatively recently) the reasons for their choice to take on leadership, but also (ii) while continuing to teach or research the subject could theoretically decide to return to their non-management role full-time. If this was the case it may make them more reflective of both their motivation and practice and their contributions more insightful as a result.

A purposive sampling approach was taken as both institutions were deliberately chosen as broadly equivalent in their own national contexts, and with a layer of leadership selected as being most likely to produce interesting data. Denscombe (2003: 15) corroborates this, noting that ‘purposive sampling is applied to those situations where the researcher already knows something about the specific people or events, and deliberately selects particular ones because they are seen as instances that are likely to produce the most valuable data.’

The purpose of this research is to discover some of the deep ‘cultural truths’ behind people’s lived leadership experiences as articulated in the final research question:

***RQ3. What evidence is there of a shared academic sub-culture in British and Malaysian Higher Education?***

For that reason, the sampling strategy was exploratory (rather than representative) and the imperative for sample size and representation became less important – however, this researcher was bound by the University of Birmingham School of Education convention that equates, in this study, to around 10 interviewees in each location.

In the final study, 28 academic leaders (14 at each location) agreed to take part. Denscombe (2014: 34) notes the natural alignment of non-probability sampling, using researcher-influenced selection of participants, and an exploratory approach using smaller numbers. In their survey of mixed methods research Creswell and Plano Clark (2011: 1179) found that ‘sample sizes appear to reflect a range of those normally utilised in both quantitative and qualitative approaches.’ If sufficient staff did not step forward, then a snowballing technique (Denscombe, 2010) would have been employed to have participants recommend other suitable academic leaders.

### **3.6 Research Instruments and Tools**

This work has used a questionnaire, adapted by Northouse (2016) from the GLOBE (House et al, 2004) study, as well as individual semi-structured interviews for the two groups of academic leaders in the UK and Malaysia at UKU and MYU.

The research progressed iteratively, and it was expected originally that the questionnaire, which directly informed the GLOBE cultural dimensions, as well as the Gronn understandings of a journey to leadership, would be an important element of the thesis.

As the study proceeded and the researcher became more familiar with the local context(s) (Flick, 2018) it became clear that the questionnaire, while remaining valid and important to flag cultural

and leadership meanings, became less influential overall. The semi-structured interviews, always designed and understood to be the principal method of enquiry, became of even greater significance, as the academic leaders' words surfaced new understandings and explanations. The questionnaire became more of a pre-interview tool to inform and enrich the interviews, a device to help build threads of knowledge that would be taken up in the later phase of interviewing.

Questionnaires are a quantitative medium of data capture, typically based in numbers which are then used these as the base for analysis. There are advantages and disadvantages to this. This LOOQ questionnaire (Appendix A) from Northouse (2016) is a closed, Likert-scale instrument. The questions are used to orient the participants on the GLOBE Cultural Dimensions (House et al, 2004) framework to explore whether they are 'representative' of the cultural dimension associated with their country – i.e. UK participants may be expected to score low on the 'In-group collectivism' dimension as an 'Anglo' country while Malaysian participants may score high on the same measure as a 'Southern Asia' nation if the participant was entirely typical.

There are criticisms of the GLOBE (House et al, 2004) model, not least by Hofstede (2006; 2010) whose work was acknowledged by and, they argue, built upon by their work. Hofstede is unconvinced, claiming that GLOBE is not an expansion of his work. The academic hue and cry did not subside for some time leading Smith (2006: 915) to describe it as the 'battle of the Elephants.'

Notwithstanding, there has been no survey so widely undertaken before or since that has been tested across nations which specifically addresses leadership and culture, so those disadvantages must be considered in this context. For example, one critique is that the survey is too quantitative in nature, but this research used the tool as part of the overall research approach which was predominantly qualitative in stance, and thus balanced the quantitative and qualitative aspects. As the literature review explained, the GLOBE (House et al, 2004) survey was not designed to be used in a Higher Education setting, but again this potential limitation is accepted. The wording of the questions was general enough to be applied across various industries in the original GLOBE study, and it was believed that these questions could be applied to Higher Education in this work. In

addition, the participants of this enquiry were themselves Business School academics who would have been expected to have the intellectual flexibility to both apply and contextualise the questions.

Part 1 of the two-part LOOQ questionnaire uses questions supplied by Northouse (2016) and derived from the GLOBE (House et al, 2004) study (see Appendix B for the original Northouse questions; Appendix A for the questions as used in the LOOQ). It was originally intended that this research use the two publicly available questionnaires (alpha and beta) available from the GLOBE Foundation (GLOBE, 2017). There was perceived to be considerable benefit to doing so, as this would replicate the original work as closely as possible. However, each questionnaire is over 20 pages long and participants are advised to spend an hour per questionnaire. On reflection, this was too much to expect from the participants, particularly as the same people who completed the questionnaire took part in the semi-structured interviews (which were designed to take an hour). A potential three hours of time, effectively tripling what was eventually asked for, not only considered unreasonable to request, but materially off-putting for participation.

**Table 3.2.** Questionnaire Measures of the GLOBE Cultural Dimensions

<i>GLOBE Cultural Dimension</i>	<i>Question Number in the LOOQ</i>
Uncertainty Avoidance	1 and 2
Power Distance	3 and 4
Institutional Collectivism	5 and 6
In-Group Collectivism	7 and 8
Gender Egalitarianism	9 and 10
Assertiveness	11 and 12
Future Orientation	13 and 14
Performance Orientation	15 and 16
Humane Orientation	17 and 18

Source: Northouse (2016: 458-463)

Therefore, an abridged version of the GLOBE questions was used in the pilot and main study with Part 1 (Appendix A) taken from the work of Northouse (2016). While Northouse cautions against the use of his abridged questions in research, because they measure individual-level rather than organisational- or societal-level scores, it is the individual that is central to this research, both in

terms of their own cultural scores and in terms of the journey to and manifestation of their leadership. Northouse's caution was respectfully noted but considered mitigated by the focus of this study. Table 3.2, above, shows which questions the questionnaire uses to measure the subject's cultural dimensions.

Northouse used the original wording from the GLOBE study questions, so it was simply a reduction in the number of questions, and a focus on individual rather than societal or organisational scoring. That means his selection of questions was preferred. In his work, he helpfully provides sub-headings for each pair of questions, but this was not done for this research as it may have implied judgement which could have influenced the subject as they completed the questionnaire. Responses from the part of the questionnaire were then scored, using the simplified Northouse approach (Appendix E), to discern whether participants were aligned with their country cluster, as in the original GLOBE findings. If the findings were entirely consistent, then the Malaysian sample should have fallen into the 'Southern Asia' cluster and the UK sample should have mirrored the 'Anglo' cluster.

Part 2 of the questionnaire (questions 19-23) is the short-answer section which asked participants to identify key people and events in their lives, and thus provided a link between the two frameworks. The answers from the second part of the questionnaire enabled the researcher to refine the interview approach to thus gain information most pertinent to the research questions. The point of the questionnaire was to orient the subject on the GLOBE scale and Gronn model, informing the semi-structured interview, so when the results were combined, the deficiencies of one approach should have been compensated by the other.

The questionnaire was administered via email to those participants who agreed to be part of the research and who could commit to filling out the questionnaire and sitting for a semi-structured interview. The relative merits of using the questionnaire tool are summarised in Table 3.3, below, in the context of this research.

**Table 3.3.** Advantages and Disadvantages of Using Questionnaires

Advantages	Disadvantages
An efficient and inexpensive means of collecting data.	Can result in data accumulation and description more than theory.
‘Real-world’ approach getting information directly from the source.	Large-scale surveys may sacrifice depth, but this should not be problematic here.
Scalability allows the researcher to build up a picture, and directly inform the interviews.	Low response rates can be problematic, and with a low sample strategy from the outset this could be a real risk.
Suitable for quantitative and qualitative data, so can populate the GLOBE and Gronn information as well as informing the interview process.	Contacting hard to reach groups may be difficult, but all the subjects are individually targeted in this work.

Source: Adapted from Denscombe (2014: 29-30)

Semi-structured interviews were conducted in Malaysia at MYU and the UK at UKU for the first 10 participants at each location, and then via Skype for the final four at each location. Denscombe (2014) explains that the chief benefit of this kind of interview is flexibility, with the interviewer still having a list of issues and questions to be addressed (see Appendix F) but with latitude around the ordering and wording of questions and, critically, the flexibility to allow the interviewee to elaborate on points of interest. While this was expected to yield rich data, it has the potential to be more complicated to analyse as the responses become non-standard. There are advantages and disadvantages of using the interview method elucidated in Table 3.4, below.

**Table 3.4.** Advantages and Disadvantages of using Interviews

Advantages	Disadvantages
Depth and detail of information as subject can be encouraged to expand where appropriate.	Validity as what is said may not actually be aligned with experience.
Insights from expert subjects.	The impact of the interviewer.
Subjects have the opportunity to explain what they feel is important – critical for this study.	Reliability is hard to achieve with a semi-structured tool. It will be affected by the context and the individual.
High response rate.	Time consuming with transcription and data coding post interview.
As a face-to-face interview data can be checked for accuracy and relevance as collected.	Costs involved in face-to-face interviewing internationally.
The interview can be a therapeutic experience for the subject, being able to reflect on their life and career journey.	Inhibitions with regard to the use of recording equipment.
	Invasion of privacy with tactless interviewing or questions – particularly in light of the quite personal insights this work is requesting.

Source: Adapted from Denscombe (2014: 202-3)



The interview questions (Appendix F) were developed from the literature (Appendix G) and some are repeated through the course of the interview as the researcher ‘checks in’ with the academic leader at various points of their life and career. As this occurs, it is hoped that key people and moments start to become apparent. This is shown in Table 3.5, below.

**Table 3.5. Interview Questions**

<b>Formative/Early cultural influence</b>	<b>Becoming an academic/Early career influences</b>	<b>Developing a career/Building career influences</b>	<b>Today/Current influences</b>	<b>‘Tomorrow’</b>
- School, family, friends - Mentors or peers?	- Why did you become a teacher/academic?	- What was the next role that you moved to?	- How did you come to your current role? Please explain in detail how it happened – application or promotion?	
- Any significant incident or person you remember? - Anything from that time that you use today? - Could you describe yourself then?	- Can you describe a significant incident or person from that time? - Anything from that time that you use today? - Could you describe yourself then? - Could you describe your organisation then?		- Can you describe a significant incident or person? - Anything from the past that you use today? - Could you describe yourself today? - Could you describe your organisation today?	
- Was there someone you looked up to at that time, someone you knew or perhaps someone in the wider world?				- Can you describe yourself in the place you wish to be in the future?

Interview questions were designed sequentially: the academic leader was first asked to reflect on their earliest years, moving on to reflections and lived experience of the present, and ending with reflections on the future. It was felt that this questionnaire design would be a more natural way for the leader to reflect on their journey, and thus reveal greatest insights. Questions were thus broadly aligned to the Gronn four-stage model and sequence of formation, accession, incumbency, and divestiture, although each question could also respond to culture as well. The interview topic developed from academic sources is shown in Appendix G, and the actual interview questions in Appendix F.

Transcription is a pivotal part of the research process that enables data analysis, but it is not without its own complications. As Davidson (2009: 38) notes ‘Transcription entails a translation’ and, because it is impossible to record every nuance of the conversation and interaction ‘selectivity needs to be acknowledged and explained in relation to the goals of the study rather than taken to be unremarkable.’

### **3.7 The Pilot Interviews and Pre-Interview Questionnaire**

Both the questionnaire and interview questions were piloted in July 2017 in Malaysia, at a different university, and in the UK, also at a different university. Participants chosen for the pilot study were two colleagues from the researcher’s own institution who were in the Business School but did not work directly with the researcher, and two colleagues from the institution that the researcher worked with in Malaysia. They were representative of the real sample in terms of seniority.

Gall et al (2007) recommend leaving a space on the pilot questionnaire for general comments as well as stating what the pilot subject believes is meant by the question. As the same respondents piloted the questionnaire as well as the semi-structured interview, as in the main research, those two issues were discussed as part of the interview, and space was also made available on the pilot questionnaire. With regard to pilot-testing the interview, Gall et al (2007) recommend recording the session so that the researcher can reflect their handling of the interview as well as having the wording of questions checked by some of the pilot interviewees. This researcher was also particularly mindful of the potential cultural impact of asking questions relating to family and behaviours which might be construed as intrusive or judgemental.

Semi-structured interviews were conducted at the subject’s place of work both for convenience and to put them at ease in their own environment and context. The researcher was very aware that he was asking about potentially sensitive areas of people’s lives and experiences, and respected the fact that the participants, however sophisticated, may have felt uncomfortable discussing these personal issues.

Interviews were audio recorded, and participants gave permission for this on the Participant Information Sheet (Appendix D) alongside the transcription of the semi-structured interview. This was restated at the start of the interview alongside reminders about anonymity and confidentiality. Some field notes were taken; however, this was limited as it proved distracting during the pilot interviews.

Interview questions, noted in Table 3.5, above, were based on the Grønn four-stage model to leadership and the sequence of formation, accession, incumbency, and divestiture. The reason for this is straightforward: When asking participants to reflect on their life and career history it makes sense to start from childhood and work forward from there.

The responses were then used to address the research questions: cultural impacts on leadership in British and Malaysian Higher Education, and what culture is revealed in this study; similarities or difference between the British and Malaysian journeys to leadership, and if motivational forces are the same or different; and evidence, if any, of a global academic sub-culture, or if differences remain.

### 3.7.1 Analysis of Data: Pilot Pre-Interview Questionnaire and Interviews

For the LOOQ questionnaire, Part 1, a simple scoring system devised by Northouse (2016) (Appendix E) was used which indicated the cultural orientation of the subject, and whether this aligned with their regional score as noted in the original GLOBE study. For the questionnaire, Part 2 a simple, straightforward, and methodological manual content analysis (Denscombe, 2014) coding approach was used developed from the GLOBE and Grønn studies. The analysis enabled themes to be identified, unprompted, from the participants and this was used to shape the semi-structured interviews within the pilot study. Content analysis is the most common method used by most published studies (Wilkinson, 2011).

The first stage of content analysis is data reduction and removing (but not deleting) extraneous information; the second is to display the data appropriately, in various forms, to allow conclusions

to be drawn; and finally, to draw the conclusions. Coding was undertaken using the comment function on Microsoft Word, and then manually recording codes into a table. This table was printed, and several highlighter pens were used in a manual process as themes from the interviews started to be conceptualised as dimensions.

Pilot interview transcription was undertaken by dictate2us (dictate2us, 2017) a reputable service used by several Higher Education institutions. Both the unedited and coded interview transcripts are available on request.

The pilot phase was very helpful in surfacing a number of issues. Firstly, there was a typing error in the questionnaire (question 9) which reversed the words ‘boys’ and ‘girls’ in the sentence so that respondents answered exactly the opposite question. In the analysis the scores were reversed to rectify that mistake, but it did reinforce the need to test research tools before moving onto the research proper.

Turning to the interviews, on listening to the tapes it is clear that the researcher was nervous at the start, so that the first respondent experienced a less confident interview. One of the interviews was shorter, but no less useful. Another was much longer, but less useful as the interviewee drifted and the researcher was not sufficiently confident to bring the interviewee back to the topic. The researcher was not sure if this was because he knew the interviewees, so he undertook some practice interviews before moving onto the main research phase. This brought greater confidence in the researcher to drill down where necessary, to test answers, and to bring the participants back to the topic as necessary resulting in a smoother fluency of the interviews.

### **3.8 Credibility of Research: Ethics**

If research is to have the confidence of those that access it then a number of issues require attention. The first of these is ethics. The British Educational Research Association (BERA, 2011: 5) requires researchers to:

‘Operate within an ethic of respect for any persons involved in the research they are undertaking. Individuals should be treated fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice regardless of age, gender, sexuality, race, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or any other significant difference. This ethic of respect should apply to both the researchers themselves and any individuals participating in the research either directly or indirectly. Adherence to this ethic of respect implies the following responsibilities on the part of researchers.’

Denscombe (2014) notes the key principles of ethics in modern research had their roots in the atrocities of the second world war and that the ends do not justify the means in the pursuit of knowledge. What this means in practice is voluntary and informed consent, and both a recruitment flyer (Appendix C) and a Participant Information Sheet (Appendix D) were drawn up to ensure that participants understood what the research was about, and what was requested of them. Importantly, the right to withdraw was clearly articulated from the outset and reinforced throughout the process. In addition, confidentiality and anonymity were made clear, and articulated on the Consent Form (Appendix H) along with information about the secure handling and storage of the data. Before being allowed to progress to the field surveys and the interview stage of the study the ethics approval of the relevant University of Birmingham Ethics Committee was obtained (Appendices I, J and K).

Thinking about the role of the participant also raises the issue of the role of the researcher, and their duties towards the research. As Denscombe (2014: 190) notes, ‘people respond differently depending on how they perceive the person asking the questions.’ The researcher may have subconscious and conscious biases that could influence the study, and with the qualitative emphasis of this study it may be difficult to entirely remove this. Therefore, it was important to remain mindful of the issues at hand.

### **3.9 Credibility of Research: Some Other Issues**

Lincoln and Guba (1985) suggest that trustworthiness is central to evaluating the significance of research in a qualitative dimension. Other issues include credibility, transferability, dependability,

and confirmability. Their proposition is a substantial counterweight to the established, quantitative dominance in research.

Another important issue to attend to is validity. 'If a piece of research is invalid then it is worthless' (Cohen et al, 2007: 133). External validity defines the degree to which the research can be generalised, and as previously noted this work does not seek to generalise. Maxwell (1992 in Cohen et al, 2007: 134) suggests 'authenticity' and 'understanding' as more suitable when applied to the qualitative domain and, as Gall et al (2007: 657) explain, 'in qualitative research, the extent to which the research uses methods and procedures that ensure a high degree of research quality and rigour.' The methods and procedures for this work were approved by the University of Birmingham Ethics Committee which implies that a certain degree of scrutiny and approval had already been established.

Lincoln and Guba (1985) propose 'credibility' as more appropriate than internal validity, and Denscombe (2014: 297) also uses the term 'credibility' in place of validity in the context of qualitative research. His recommendation to safeguard accuracy and appropriateness is respondent validation, where the researcher can return to the check the validity of findings; and triangulation, which uses contrasting data sources to ensure that the findings allow confidence. As Campbell and Fiske (1959, in Cohen et al, 2007: 141) explain, 'triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research.'

Reliability is, again, a more positivist term that refers to the ability to replicate findings and becomes awkward in a qualitative context. Denscombe (2014: 298) uses the term 'dependability' to cope with the notion that, as interviewer, the researcher almost becomes part of the data, and would another researcher in the same set of circumstances have come to the same outcome? In effect, is the research process auditable?

Generalisability is an important notion, but not appropriate for this research. Again, Denscombe (2014: 299) uses the term 'transferability', in alignment with Lincoln and Guba (1985) to move

this to a more qualitative aspect. This research sets out to learn from the experiences of academics in the UK and Malaysia, and while broad claims of generalisation would be fragile, it is entirely plausible that some aspects of the research may be transferable and helpful to colleagues not just in illuminating these cases, but in other cases as well.

### **3.10 Analysis of the Main Data: LOOQ and Thematic Analysis**

In the main phase, the LOOQ, Part 1, was scored in the same manner as for the pilot, using the Northouse scoring system (Appendix E) which formed the data for the analysis. The LOOQ, Part 2, short-answer questions were again analysed using content analysis, and Parts 1 and 2 are discussed in great length in the next chapter.

Whereas the pilot interviews were analysed using content analysis (see Section 3.7.1 Analysis of Data: Pilot), it was decided to analyse the main research using thematic analysis. The differences between content analysis and thematic analysis are often vague in the literature and, as Vaismoradi et al (2013: 400) note, ‘often used interchangeably and there is confusion about their similarities and differences.’

Vaismoradi et al (2013) also observe that thematic analysis can sometimes even be ignored in qualitative methodological texts; for example, this author notes that Denscombe (2014) has a chapter on content analysis but only makes a brief mention of the expression ‘thematic analysis’ in his book, whereas Saunders et al (2016) do evaluate both more fully in their text. In fact, Saunders et al (2016: 579) cite Braun and Clarke who explain thematic analysis to be a ‘foundational method for qualitative analysis’ making its relative absence in some literature somewhat incongruous.

Although, in both content analysis and thematic analysis, some of the same process stages are followed (Vaismoradi et al, 2013), there is a more nuanced emphasis in thematic analysis which is why it has been preferred for the main study. In the case of content analysis there is a danger that a word or code category may repeat more frequently, and that frequency may indicate greater importance (Vaismoradi et al, 2013). Although it was not the intention of the pilot analysis to give

preference to frequency over meaning, it seemed imprudent not to directly address this concern by moving to an unambiguously thematic analysis approach in the main study, to secure the reader in the knowledge that meaning has primacy. This is reinforced by Guest et al (2012: 10-11) who observe that

‘[t]hematic analysis moves beyond counting explicit words or phrases and focus on identifying and describing implicit and explicit ideas within the data, that is, themes . . . Generally speaking, reliability is of greater concern with thematic analysis . . . because more interpretation goes into defining the data items (ie codes) as well as applying codes to chunks of text.’

Another helpful intervention from Vaismoradi et al (2013) is in the separation of latent and manifest content in data analysis, with the former concerned with developing categories and the latter concerned with developing themes. Categories ‘refer mainly to a descriptive level of content and can thus be seen as an expression of the manifest content of the text’ while themes are more the ‘expression of the latent content’ (Vaismoradi et al, 2013: 402). Braun and Clarke (2006: 84) use the expression ‘semantic’ in place of manifest but define it in a similar fashion.

Benefits of thematic analysis, as described by Braun and Clarke (2006: 81), are its accessibility to early career researchers, which this author is by definition one, as well as the fact that it is not ‘wedded to any pre-existing theoretical framework, and therefore it can be used within different theoretical frameworks.’ In terms of an approach to the phases of thematic analysis, the works of Braun and Clarke (2006: 87) and Saunders et al (2016: 579) are contrasted below, in Table 3.6, alongside the actual approach that this thesis has chosen, considering both of those articulated concepts.

The phases or steps of the process of thematic analysis are very similar across the literature, with the first stage involving immersion into the data, described as ‘repeated reading’ by Braun and Clarke (2006: 87), so that patterns can begin to emerge. The second phase is generating codes based on the data’s ‘semantic content or latent’ (Braun and Clarke, 2006: 88) before the third phase where the initial coding has been complete and collated and the search for themes begins. The next



phase is reviewing or refining those initial themes before coming to a definitive thematic map of the data and readiness to report findings.

**Table 3.6.** Phases/Procedures in Thematic Analysis

Phase/ Procedure Number	Phase (Braun and Clarke, 2006)	Procedure (Saunders et al, 2016)	This Study's Approach
1	Familiarising yourself with your data	Becoming familiar with your data	Familiarisation with the data
2	Generating initial codes	Coding your data	Coding data
3	Searching for themes	Searching for themes and recognising relationships	Searching for themes and relationships
4	Reviewing themes	Refining themes and testing propositions	Refining and reviewing themes
5	Defining and naming themes		
6	Producing the report		

Sources: Braun and Clarke (2006); Saunders et al (2016)

A key benefit of thematic analysis is the perceived assistance in illuminating what is an empirically rich study: most findings in this study were based on the words spoken by interviewees and it was important to use this in an informed way. In their study of researchers Corden and Sainsbury (2006: 14) found that ‘a researcher would be able to find at least one quotation to support any point they might wish to make. The real evidence, they felt, lay in the conceptualisation and thematic analysis of all the data, the linkages made and interpretations in relation to other factors.’ Which, again, is why a thematic analysis is preferred. This approach has yielded what Lincoln and Guba (1985) describe as a ‘thick description’ as the research attempts to move beyond superficial description to begin to highlight experiences in context.

In this study’s approach the Data Coding (Phase 2) was undertaken in a similar manner to the pilot study, initially with adding ‘comments’ into Microsoft Word (Braun and Clarke, 2006) on the interview transcript document, and then pasting those comments into a new table in Microsoft Word. Each table had space for five interview transcripts and carried over onto multiple pages depending on the length of interview. Appendix L has the coding tables for the MYU cohort, and

Appendix M for the UKU cohort. Original interview transcript documents, undertaken by dictate2us, are available on request.

Once completed for all interviews those tables were printed out on A3 paper, with each set of five taped together so that the flow of comments across the interviewees could be seen in their entirety and compared across each set of five. This began Phase 3, the Searching for themes and relationships, with highlighters used to manually emphasise emerging themes (Saunders et al, 2016). When this was completed for each set of five, using the same highlighter colour to identify emerging themes, the tables were then taped to a wall. A photograph was taken which is Appendix N, the Coding Wall.

Phase 4, Refining and reviewing themes, was therefore enabled as the now-highlighted set of each five interviews could be compared within each MYU and UKU cohort, as well as across the entire participant academic leader population. It became increasingly apparent what themes were emerging and consequent fine-tuning of themes was undertaken to inform the results.

### **3.11 Summary**

This research focuses on the cultural influences on the leadership journey for Malaysian and British academic leaders. The above overview has explained the ontological, epistemological, and methodological stances of this research. It has also justified the research strategy and delivered insight into the thinking guiding the management and organisation of the project. The next chapter delivers the results of the fieldwork and addresses the research questions.

## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter presents the results of the study, attempting to address the three research questions:

**RQ1. To what extent does culture influence the leadership journey in Higher Education?**

**RQ2. To what extent does culture influence the leadership journey in Higher Education differently in the UK and Malaysia settings?**

**RQ3. What evidence is there of a shared academic sub-culture in British and Malaysian Higher Education?**

The chapter includes the analysis of the quantitative and qualitative elements of the research and concludes with the proposal of a new framework for understanding the journey to leadership in Higher Education, called the *6 C Ascendance to Higher Education Leadership* model.

It may seem counterintuitive that a thesis concerned with cultural influences on the leadership journey in Higher Education presents a model suggesting similarity of ascendance to leadership common across the two case studies in this research.

First, the research questions explicitly ask *'to what extent'* culture influences the leadership journey. The finding of some similarity across the two explored populations, while interesting and certainly worthy of discussion, does not necessarily suggest *universal* attributes; rather it identifies likeness in the two populations that holds for those groups and may be useful to explore in further research. An open mind to cultural orientation and influence is therefore important both to surface similarity and difference.

Second, one of the key elements to identify is what is culturally specific to each national setting as well as the shared Higher Education setting more specifically. As House et al (2004: 53) explain, 'through cross-cultural research, we may determine which aspects of a leadership theory are

culturally universal and which are culturally unique.’ The fact that differences and similarities have been observed align with this expectation.

Finally, the purpose of this thesis is to create new knowledge. One of the contributions is thinking about the journey to Higher Education leadership in a novel cultural context, pulling together the established notions of career journey in education from Grønn and cross-cultural understandings in business from GLOBE. As House et al (2004: 53) observe, ‘Cross cultural research may also help uncover new theoretical relationships by forcing the researcher to consider a much broader range of noncultural variables’ and indeed this thesis has been forced to acknowledge that the existing theory does not translate entirely well in this new context of Higher Education in two countries.

In this thesis, new theoretical relationships are suggested, including a similarity of leadership development which is described in the nascent *6 C Ascendance to Higher Education Leadership* model, and some cultural differences are also highlighted.

This study has advanced the ‘essentially atheoretical tradition’ of UK education (Ribbins and Gunter, 2002:359) by making a theoretically informed empirical contribution to understanding of the relationship between culture and leadership in Higher Education. This ambition is complicated by the fact that there is significantly less research into Higher Education than, for example, school-level education leadership. As the literature review revealed, this paucity of research in an area that is so important both intellectually and economically is surprising in its absence, especially as Business Schools profess their ability to deliver leadership expertise.

## **4.2 Responding to the Research Questions**

A methodology was designed to deliver a response to the research questions as discussed in the previous chapter. The study is interpretivist with the substantially dominant approach being qualitative with a quantitative element. It is therefore a ‘mixed methods’ study – more precisely, a QUAN (QUAL) study (Denscombe 2014: 150). To address the research questions, two elements of field work were developed: the questionnaire and the semi-structured interviews.

The first, quantitative, Part 1 of the Leadership Origins and Orientation Questionnaire (LOOQ, Appendix A) is derived from the GLOBE (House et al, 2004) study using an abridged version of the questions as developed by Northouse (2016, Appendix B). The 18 questions in this part of the questionnaire are designed to locate the respondents on the nine GLOBE Cultural Dimensions, the results of which can be scored to demonstrate whether the British and Malaysian academics align with their country cluster from the GLOBE (House et al, 2004) study which is ‘Anglo’ and ‘Southern Asia’, respectively.

The second, qualitative, Part 2 of the questionnaire is made up of five short-answer questions which requests participants to recall key people and events in their lives. Responses to these are expected to yield information pertinent both to culture and leadership formation, informing the GLOBE (House et al, 2004) and Gronn (1999) frameworks, which are the two theoretical pillars that this study is based on. The short-answer questions also helped to prepare and inform the respondents, and the researcher, for the semi-structured interviews.

The semi-structured interviews were expected to last approximately one hour and the questions in the interview schedule (Appendix F) were drawn from the literature (Appendix G), principally the GLOBE (House et al, 2004) and Gronn (1999) studies and their contributions. Questions were asked in a chronological approach to enable the respondents to logically reflect on their life histories and key moments.

#### **4.3 Learning from the Pilot Study**

The pilot study was useful in informing the main research and involved four academic leaders, two in Malaysia and two in the United Kingdom. They were not from the same institutions as those in the main research.

The pilot study appeared to show a commonality between the Higher Education leaders in the UK and Malaysia. The LOOQ Part 1, derived from the GLOBE research corroborated a similarity in answers in a larger proportion of dimensions than the original GLOBE research. Findings from the

LOOQ Part 2, along with the semi-structured interviews, again suggested similarity in influences on stages of leadership across both the Malaysian and UK populations.

The Part 1 quantitative findings in the pilot study of four respondents were interesting because there were noteworthy deviations from the main GLOBE study, were it expected that the results would align with the GLOBE regional clusters. Although any serious inference could not be drawn from a sample of four, indications showed that on six out of nine dimensions, the same number as in the main findings, the results were out of step. In five of these dimensions – Uncertainty Avoidance, Institutional Collectivism, In-Group Collectivism, Future Orientation and Performance Orientation – these also reappear as significant in the main phase findings. The sixth, and different dimension, was that Humane Orientation showed as significant in the pilot phase but did not in the main phase where instead Gender Egalitarianism was a key point of note.

LOOQ Part 2 findings pointed the way to the semi-structured interviews and found family, rather than education, as the key influence, which again is supported in the main phase. One of the other points of interest that started to emerge from the pilot interviews was the role of key people, and appointments to roles rather than competitive interviewing, indicating a level of succession planning, aligning with both Gronn's trajectory as well as Floyd's 'turning points.'

What this started to suggest, from the pilot study four participants, is some alignment on influences on the leadership journey, characterised by Gronn and others, and more similarity in the GLOBE cultural dimensions than might be expected, were they true to regional expectations. Both flag up interesting points to feed into the main research, starting to surface the notion of '*to what extent*' culture influences the leadership journey in Higher Education – it would appear quite similarly from the pilot. As to the notion of culture having a different influence in the UK and Malaysia settings this does not appear to be the case. Finally, the question arises of whether there is a shared academic sub-culture that crosses cultural divides, and this pilot suggests that there might be.

The pilot study was designed to test out the data-gathering instruments and methods for analysis and it yielded the following important lessons for the main study. The first was around the importance of rehearsing the interview to build researcher confidence to keep the interview on topic. The second was to allow enough time to plan and analyse the interviews, which was more time-consuming than first envisaged. The third was to re-check all research instruments, as a clerical error had been found in one of the questions in the pilot LOOQ. Finally, and importantly, the pilot study facilitated the move from content analysis to thematic analysis for the semi-structured interviews, which is discussed below.

To inform the main phase, as in the pilot study, the LOOQ Part 1 results were scored according to the system recommended by Northouse (2016, Appendix E). For the main research, discussed below, it was decided to further test the relationship between each cohort (UKU and MYU) and their respective GLOBE (House et al, 2004) country cluster, either 'Southern Asia' for MYU, or 'Anglo' for UKU.

Range and standard deviation were considered to identify variability in the values with similarity revealed in low standard deviation or small range. Larger standard deviation suggests a lack of consistency as well as variability in the values. The Chi-Square Test was employed to explore where this study's findings sit against the GLOBE (House et al, 2004) figures for that dimension. It helpfully compares proportions above or below those original findings and therefore flags up any statistical difference against a null hypothesis of no difference.

LOOQ Part 2 results were analysed with an uncomplicated manual content analysis method, in a similar manner to the pilot study using coding developed from the GLOBE (House et al, 2004) and Gronn (1999) studies to see which themes were emerging, unprompted, from the respondents and to use this to also inform the interviews.

The semi-structured interviews were analysed using thematic analysis, instead of the content analysis method used in the pilot study. Thematic analysis was considered preferable as there was

less danger in bestowing importance if a word simply repeats more often. The framework of analysis is that as outlined by Braun and Clarke (2006) who recommend a six-stage process from familiarising oneself with the data as a first step to producing the report as a final stage of the process.

Coding was undertaken using the comment function in Microsoft Word and then manually pasting these into tables (Appendices L and M). These tables were printed in A3 and various colour highlighter pens used to identify themes from the interviews that started to become conceptualised as dimensions (Appendix N).



#### 4.4 The Participants: Academic Leaders

The participants in this study (hereafter referred to as the ‘academic leaders’) were drawn from UK and Malaysian Higher Education. In total, 28 leaders agreed to take part, and information about this group is summarised in Table 4.1, below.

**Table 4.1.** The Academic Leaders – Participant Summary

Respondent code	Location	Generic Role or Area*	Gender
M1	Malaysia – MYU	Chair	Female
M2	Malaysia – MYU	Deputy Dean	Male
M3	Malaysia – MYU	Chair	Male
M4	Malaysia – MYU	Chair	Female
M5	Malaysia – MYU	Accreditation	Female
M6	Malaysia – MYU	Dean	Female
M7	Malaysia – MYU	Subject Coordinator	Female
M8	Malaysia – MYU	Internships and Employability	Male
M9	Malaysia – MYU	Quality Assurance	Female
M10	Malaysia – MYU	Operations	Male
M11	Malaysia – MYU	Timetabling	Female
M12	Malaysia – MYU	Chair	Male
M13	Malaysia – MYU	Chair	Male
M14	Malaysia – MYU	Quality Assurance	Female
U1	United Kingdom – UKU	Head of Department	Male
U2	United Kingdom – UKU	Programme Director	Male
U3	United Kingdom – UKU	Deputy Dean	Female
U4	United Kingdom – UKU	Director	Female
U5	United Kingdom – UKU	Programme Director	Male
U6	United Kingdom – UKU	Director	Male
U7	United Kingdom – UKU	Director	Male
U8	United Kingdom – UKU	Director	Male
U9	United Kingdom – UKU	Programme Director	Male
U10**	United Kingdom – UKU	Dean	Female
U11	United Kingdom – UKU	Research Lead	Male
U12	United Kingdom – UKU	Pastoral Lead	Female
U13	United Kingdom – UKU	Research Lead	Male
U14	United Kingdom – UKU	Head of Subject	Female

\*Where possible roles and areas have been generalised by the author to further protect the identity of respondents.

\*\*Respondent U10 declined to complete the LOOQ.

There is a slight gender imbalance, with eight out of the 14 Malaysian participants female, and five of the 14 UK participants female, but interestingly the Deans (and Deputy Dean at UKU) at both locations are female. Gender was not filtered for in this study, as participants were approached based on their role title. It is interesting to note that there is a smaller number of female academic

leaders in the UKU cohort and while this study does not make gender a central topic of study, it is an important concern in the study of general leadership (Eagly and Heilman, 2016) and educational leadership (Coleman, 2007).

Shepherd (2017), for instance, discusses the lack of female leaders in Higher Education, but focuses more on university-wide senior leaders. She notes the work of Savigny (2014) who calculates that at current growth rates it will take over 100 years for women to achieve equal numbers in the UK Professoriate. Morley (2013: 125) puts it more directly: ‘Women and men in HE are largely placed differently, with differential access to leadership and hence to influencing meanings, discourses and practices.’ Clearly, gender does have a role to play and further research is necessary to properly explore the relationship between gender and leadership.

#### **4.5 Results from the Leadership Origins and Orientation Questionnaire (LOOQ)**

The LOOQ (Appendix A) is divided into Part 1, which features Likert-scale questions drawn from the GLOBE (House et al, 2004) study and articulated by Northouse (2016, Appendix B) which are designed to identify if participants are ‘typical’ according to the GLOBE cultural dimensions or not. Part 2 is made up of short-answer questions designed to capture antecedent influences identified by the participants themselves, which were expected to map both to the GLOBE leadership characteristics and the Gronn model of leadership development. It should be noted that subject U10 declined to complete the LOOQ, so there is a total of 14 respondents for MYU and 13 for UKU. Full results of the LOOQ can be found in Appendix O.

##### **4.5.1 Descriptive Statistics**

Descriptive statistics are often the first point of analysis, with results represented in table form in order to assist comparison. As Cohen et al (2011: 622) state, ‘descriptive statistics do what they say: they describe, so that researchers can then analyse and interpret what these descriptions mean.’ In line with this strategy, a first step in the analysis was to use descriptive statistics to present a broad, general and rapid overview of some of the characteristics, personal orientations and views

on leadership of the academic leaders in the sample. In this descriptive analysis, two broad kinds of comparisons were made:

- *Comparing Academic Leader Groups:* LOOQ Part 1 results of the academic leaders from UKU and MYU were compared against each other to form a picture of possible cultural differences between UKU academic leaders and MYU academic leaders.
- *Comparing Academic Leaders with original GLOBE Regional Results:* LOOQ Part 1 results of academic leaders were compared against the average regional results for general business leaders (as obtained in the original GLOBE study) to form a picture of the differences in leadership orientation between academic leaders and business leaders. This analysis itself is split into two:
  - Comparing the UKU academic leaders against business leaders in the GLOBE Anglo cluster
  - Comparing the MYU academic leaders against business leaders in the GLOBE Southern Asia cluster

In completing the descriptive analysis, the raw results were compared in tabular and pictorial form and inspected visually. Two tests of statistical significance were also performed – the Wilcoxon Signed-Rank Test and the Mann-Whitney U Test – to establish whether the differences that look important visually are statistically significant or not.

#### 4.5.1.1 Parametric versus Non-Parametric Tests

When comparing *mean* results on a numerically scored test between two different groups, a t-test is usually conducted. Importantly, as Cohen explains, the t-test is a parametric test: ‘The t-test is used to discover whether there are statistically significant differences between the means of two groups, using parametric data drawn from a random sample with normal distribution’ (Cohen et al, 2011: 642). For instance, using a one-sample t-test it would be possible to test the mean of a group, such as MYU, with the regional value of Southern Asia. The null hypothesis would be that the MYU

group mean would be the same as the regional value; the alternative hypothesis would say the group mean is not the same as the regional value.

In the two-sample t-test the means of two independent groups, such as MYU and UKU, could be compared with a null hypothesis expecting the group means to be the same, and the alternative that the group means are not the same. The key is that this type of test requires that the data be quantitative scale data – and for the shape of the distribution to be ‘normal’ as noted above. This is not necessarily the case in the data gathered for this research which is why non-parametric alternative tests were chosen.

The Wilcoxon Signed-Rank Test is a conventional non-parametric substitute for the one-sample t-test and is used for comparing the *median* of a group with a hypothesised value, such as the GLOBE regional value. In the null hypothesis the group median is the same as the regional value the alternative hypothesis would be that the group median is not the same as the regional value.

The Mann-Whitney U Test is a common non-parametric alternative to the two-sample t-test for comparing the medians of two independent groups, such as MYU and UKU. A null hypothesis would be the group medians are the same, with the alternative hypothesis positing that the group medians are not the same. Both these tests can be used with ordinal data and the shape of the distribution of the data within each group is unimportant.

#### 4.5.1.2 Comparing Academic Groups with Regional Value – GLOBE Cultural Dimension

The Wilcoxon Signed-Rank Test was used to test whether the group median for MYU or UKU was significantly different from the regional value of Southern Asia or Anglo, respectively. The null hypothesis is that the group median is the same as the regional value and the alternative hypothesis is that the group median is not the same as the regional value.

#### 4.5.1.3 Comparing Academic Leader Groups – MYU vs UKU

The Mann-Whitney U Test was used to compare the medians of the two independent samples, MYU and UKU. The null hypothesis is that the medians are the same, and the alternative is that they are not the same.

#### 4.5.1.4 Comparison of Countries Relative to Regional Values: Chi-Square Test

Alongside the Wilcoxon Signed-Rank Test to establish what significant differences there were between the MYU and UKU academic leaders and the general regional orientation of the country that they are from, a simpler and cruder test was also performed. A Chi-Square Test was performed to see whether the UKU academic leaders' results and the MYU academic leaders' results were above or below the regional value. The counts were put into a 2x2 contingency table (cross-tabulation) where the rows represent the country, and the columns to the 'greater' or 'lesser' than the regional value. For an example see Table 4.2, below.

**Table 4.2.** Future Orientation Cross Tabulation

**Country \* Value Crosstabulation**

			Value		Total
			Greater	Lesser	
Country	MY	Count	8	6	14
		% within Country	57.1%	42.9%	100.0%
	UK	Count	2	11	13
		% within Country	15.4%	84.6%	100.0%
Total		Count	10	17	27
		% within Country	37.0%	63.0%	100.0%

Source: This study

The Chi-Square Test enables indication as to whether the proportions that are 'greater' or 'lesser' are the same for each country, by testing whether there is an association between the row and column variables. Here, a null hypothesis is that the proportion of responses that are 'greater than' or 'less than' the regional value is independent of country, with the alternative hypothesis that the

proportion of responses that are ‘greater than’ or ‘less than’ the regional value is associated with country.

#### 4.4.1.5 Comparison of Countries Relative to Regional Values: P-Values

The p-value indicates the probability of the effect (difference) observed in the sample data occurring by chance if there is no effect in the population. As a probability, the p-value scale is from 0 (impossible) to 1 (guaranteed to happen). The smaller the p-value, the less likely it is that any effect (difference) observed in the sample data is due to chance, and the more likely it is to represent a ‘real effect’ corresponding to the alternative hypothesis. Conventionally, p-values of 0.05 or less are normally taken to represent ‘real effects’ and at this point the null hypothesis is usually rejected in favour of the alternative hypothesis.

The samples at MYU and UKU are not necessarily representative of the wider population of academics in those countries because they have not been selected to be truly representative. As such, this thesis does not claim to provide a general picture of academic culture in the UK and Malaysia; it is doing what is intended, and designed to achieve, which is describing the sample of academics in this thesis, and not claiming any more than to describe this sample.

Stars (\*) are frequently used to flag the level of statistical significance. If a p-value is less than 0.05 it is significant and has been flagged with one star (\*); if a p-value is less than 0.01, it has been flagged with two stars (\*\*); and if a p-value is less than 0.001, it is highly significant and has been flagged with three stars (\*\*\*). Anything with a p-value above 0.05 is usually regarded as not significant and is noted in the tables as ‘n.s’ to indicate that the effect is not significant.

#### 4.5.2 LOOQ - Part 1

Part 1 of the LOOQ features questions derived from the GLOBE (House et al, 2004) study by Northouse (2016, Appendix B) which are designed to map the respondents on to the GLOBE cultural dimensions scale and so enable comparison with the original GLOBE research. Overall findings appear for MYU in Table 4.3, and for UKU in Table 4.4, below. Descriptive statistics and

analysis are shown in Table 4.5 with a comparison of both academic cohorts and the original GLOBE business results shown in Table 4.6.

The purpose of the tables, and the charts that follow, is twofold. First, they show the relation of each of the MYU and UKU leaders, relative to the GLOBE benchmark – in other words how many academic leaders sit above or below the mean score found with their equivalent business leaders in the original GLOBE study – and how they performed as an MYU or UKU academic leader cohort, with their cohort group mean used as an additional basis of comparison with the original GLOBE study.

These methods illustrate how the MYU and UKU academic leaders compared with their business counterparts in the original GLOBE study, as well as with each other. ***There are some very important points for the reader to note before proceeding.*** First, as articulated in the Methodology chapter, and specifically Section 3.6, the abridged Northouse version of the questionnaire was used in this current study (Appendix B). By definition, it is not as complete as the original GLOBE study because it is shorter by some margin – one shorter set of questions against two lengthy questionnaires. Thus, the nuance of the questions about practice or ‘*what is*’ as well as values or ‘*what should be*’ (House et al, 2004) will not and cannot be precisely comparable.

In this study, therefore, the benchmark mean data used from the GLOBE study (House et al, 2004) reflect *group practice* or ask participant academic leaders to feed back their assumption of culture ‘*as is.*’ Due to limitations of time and instrument, the data therefore do not compare perfectly but do compare approximately against the other part of the GLOBE study conceptualisation – namely *group values* or ask respondents about values as ‘*should be.*’

Second, the participant academic leaders may have interpreted a question in a particular way, and the analysis by this current research may or may not have recognised that correctly as there were no secondary or follow-up questions that could cross-check the meaning of answers in the abridged questionnaire.

Third, this is a modest study undertaken by a novice researcher compared against one of the largest studies of leadership in history. These results should be taken seriously, because they are the voices of the participants, academic leaders in two countries who willingly gave their time and shared their thoughts, but the sizes of the samples (28 participants in this study, compared to 17,000 in the GLOBE study) are clearly not directly comparable.

Fourth and finally, as the Methodology explained, and see Section 3.4 for elaboration, this is a mixed methods study, but *the qualitative aspect is by a large margin the most dominant*.

Therefore, the quantitative element must be seen in that context *as an effort only to give an approximate descriptive picture of what is interesting about the orientations of the academic leaders so that this can then be followed up and explored qualitatively*. It is much smaller than the original GLOBE study, and this current study makes no claim to replicating that study or precisely comparing like with like.

Quantitative results, therefore, must be seen as they are for this current study – a helpful point of reference to orient and inform the participant academic leader, guide the current researcher, and highlight to the reader where they sit in generality on the GLOBE Cultural Dimensions both individually and within and across cohorts. Some very simple analysis is undertaken to further help inform the comparisons, but again *these findings are not always statistically significant*, and no claims are made regarding generalisability from this small sample to all academic leaders in the whole country. The quantitative questions were exploratory, and results were illustrative to help the researcher and the readers see patterns that could then be followed up qualitatively.

Findings are presented thematically by GLOBE Cultural Dimension and according to sequence in the questionnaire with a bar chart displaying MYU and then UKU results, both individual and cohort means, against the GLOBE Overall and, where appropriate, the Anglo cluster and Southern Asia cluster for comparison with the UK and Malaysian responses. The scoring system used to generate the results is as recommended by Northouse (2016, Appendix E) to align with the shorter



set of questions (Appendix B). Questionnaire numbers from the LOOQ (Appendix A) which tested this dimension are noted for convenience in the following results for each Cultural Dimension.

The tables below present the ‘raw’ findings of the LOOQ Part 1 quantitative questions using the abridged Northouse (2016) version of the GLOBE instrument (Appendix B). Below each table are several bullet points highlighting key points from the data. Full discussion of the data is then considered in Sections 4.5.2.1-4.5.2.9.

Table 4.3 presents the findings of the Malaysian leaders at MYU, and Table 4.4 for the British leaders at UKU. Leaders at MYU are denoted as M and leaders at UKU as U, followed by their participant number. A mean of all cohort results is given in blue for MYU and red for UKU to help compare each participant against their own cohort, and also to help compare against the means (for Group *Cultural Practice* ‘as is’) provided in the original GLOBE study (House et al, 2004).

**Table 4.3. Summary of LOOQ Part 1 Findings – MYU**

GLOBE Cultural Dimension	Mean Scores from original GLOBE research			This Study														
	Anglo	Southern Asia	GLOBE overall	Mean of M	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14
Uncertainty avoidance	4.42	4.10	4.16	5.21	5.5	6.5	5	4.5	5	5	5.5	6	4	6.5	4	5.5	5	5
Power distance			5.17	4.96	6	5	3.5	3.5	6	5.5	6	3.5	4	6.5	5.5	4	4	6.5
Institutional collectivism	4.46	4.35	4.25	4.46	6	5.5	2.5	5	5.5	3.5	5.5	3.5	4	4	5	2.5	5.5	4.5
In-group collectivism	4.30	5.87	5.13	5.36	5	6	5	2	6.5	5	6.5	6	4	6	5	6	6	6
Gender egalitarianism	3.40	3.28	3.37	2.71	2.5	3	3	1.5	2	2.5	4	3	1.5	1.5	2	5	4	2.5
Assertiveness	4.14	3.86	4.14	3.89	2.5	3.5	6	4	5	3.5	2.5	5	3	3	5	4.5	2.5	4.5
Future orientation	4.08	3.98	3.85	3.57	4	4	3.5	3	4	3	4.5	4	4	2	4	4	3	3
Performance orientation	4.37	4.33	4.10	5.46	5	6	5	6	6	5	6.5	6	4	6	5	6	5.5	4.5
Humane orientation	4.20	4.71	4.09	4.32	4	5.5	4	4	5.5	5	7	4	2	3.5	5	3	5	3

Sources: GLOBE Mean Scores (House et al, 2004); this study.

Key points to note regarding MYU cohort mean scores:

- The MYU mean for the dimension ‘Uncertainty Avoidance’ is considerably higher than the Southern Asia mean score
- The MYU mean for ‘Institutional Collectivism’ is higher than the Southern Asia mean and the same as the Anglo mean score
- The MYU mean for ‘Gender Egalitarianism’ is lower than the Southern Asia mean score
- The MYU mean for ‘Performance Orientation’ is considerably higher than the Southern Asia mean score

**Table 4.4. Summary of LOOQ Part 1 Findings – UKU**

GLOBE Cultural Dimension	Mean Scores from original GLOBE research			This Study													
	Anglo	Southern Asia	GLOBE overall	Mean of U	U1	U2	U3	U4	U5	U6	U7	U8	U9	U11	U12	U13	U14
Uncertainty avoidance	4.42	4.10	4.16	4.27	5.5	4	4.5	4	5	3	4	5	4	2.5	5	4	5
Power distance			5.17	5.12	4	5.5	6	4.5	6	5	5	5.5	5.5	6	3	4.5	6
Institutional collectivism	4.46	4.35	4.25	3.12	3.5	3.5	5	2	3.5	2.5	3	4	2	3.5	2.5	3.5	2
In-group collectivism	4.30	5.87	5.13	5.27	6	5.5	5.5	3.5	5	4	6	5	5.5	6	5.5	5.5	5.5
Gender egalitarianism	3.40	3.28	3.37	2.69	4.5	2	3	3.5	2	2.5	2	3.5	2.5	1.5	2.5	3	2.5
Assertiveness	4.14	3.86	4.14	4.5	4	5	4	5	4	4.5	4	4.5	5	4	5.5	4	5
Future orientation	4.08	3.98	3.85	3.23	3.5	3.5	3.5	4.5	2.5	4	3	3	2.5	2.5	4.5	3	2
Performance orientation	4.37	4.33	4.10	4.77	3	5.5	5	3.5	5	5.5	4.5	4	5.5	6	6	4	4.5
Humane orientation	4.20	4.71	4.09	4.08	3.5	3	6	3.5	4	4	4.5	3.5	5	3	5	4	4

Sources: GLOBE Mean Scores (House et al, 2004); this study.

Note: U10 declined to complete the LOOQ.

Key points to note regarding UKU mean scores:

- The UKU mean for the dimension ‘Institutional Collectivism’ is considerably lower than the Anglo and Southern Asia mean score
- The UKU mean for ‘In Group Collectivism’ is lower than the Anglo mean score

- The UKU mean for ‘Gender Egalitarianism’ is considerably lower than the Anglo and Southern Asia mean score
- The UKU mean for ‘Future Orientation’ is considerably lower than the Anglo and Southern Asia mean score

Table 4.5 provides the results of the statistical analyses using the Mann-Whitney U Test, the Chi-Square Test and the Wilcoxon Signed-Rank Test for both the MYU and UKU cohorts.

**Table 4.5.** Summary of Descriptive Statistics

	Mann-Whitney U Test		Chi-Square Test		Wilcoxon Signed-Rank Test <i>MYU</i>		Wilcoxon Signed-Rank Test <i>UKU</i>	
	p-values	Significance	p-values	Significance	p-values	Significance	p-values	Significance
Uncertainty Avoidance	0.008	**	0.046	*	0.002	**	0.972	n.s
Power Distance	0.837	n.s	1.000	n.s				
Institutional Collectivism	0.003	**	0.013	*	0.637	n.s	0.002	**
In-Group Collectivism	0.387	n.s	0.209	n.s	0.295	n.s	0.004	**
Gender Egalitarianism	0.915	n.s	1.000	n.s	0.041	*	0.019	*
Assertiveness	0.129	n.s	1.000	n.s	0.925	n.s	0.082	n.s
Future Orientation	0.218	n.s	0.045	*	0.323	n.s	0.004	**
Performance Orientation	0.050	*	0.165	n.s	0.001	***	0.151	n.s
Humane Orientation	0.549	n.s	0.695	n.s	0.298	n.s	0.551	n.s

Sources: GLOBE Mean Scores (House et al, 2004); this study.

*Key points to note regarding Descriptive Statistics:*

- The Mann-Whitney U Test shows significance for ‘Uncertainty Avoidance’ and ‘Institutional Collectivism’
- The Wilcoxon Signed-Rank Test for MYU shows high significance for ‘Performance Orientation’ and significance for ‘Uncertainty Avoidance’
- The Wilcoxon Signed-Rank Test for UKU shows significance for ‘Institutional Collectivism’, ‘In Group Collectivism’, and ‘Future Orientation’
- The Chi-Square Test shows moderate significance for ‘Uncertainty Avoidance’, ‘Institutional Collectivism’, and ‘Future Orientation’

Table 4.6, below, presents the means derived from this small study against the original GLOBE findings.

**Table 4.6.** Original GLOBE Business Findings versus this Study’s Findings in Academia

GLOBE Cultural Dimension	Mean Scores from original GLOBE research: <i>The World of Business</i>			Mean Scores from this research: <i>The World of Academia</i>	
	Anglo	Southern Asia	GLOBE overall	Mean of M	Mean of U
Uncertainty avoidance	4.42	4.10	4.16	5.21	4.27
Power distance			5.17	4.96	5.12
Institutional collectivism	4.46	4.35	4.25	4.46	3.12
In-group collectivism	4.30	5.87	5.13	5.36	5.27
Gender egalitarianism	3.40	3.28	3.37	2.71	2.69
Assertiveness	4.14	3.86	4.14	3.89	4.5
Future orientation	4.08	3.98	3.85	3.57	3.23
Performance orientation	4.37	4.33	4.10	5.46	4.77
Humane orientation	4.20	4.71	4.09	4.32	4.08

Sources: GLOBE Mean Scores (House et al, 2004); this study.

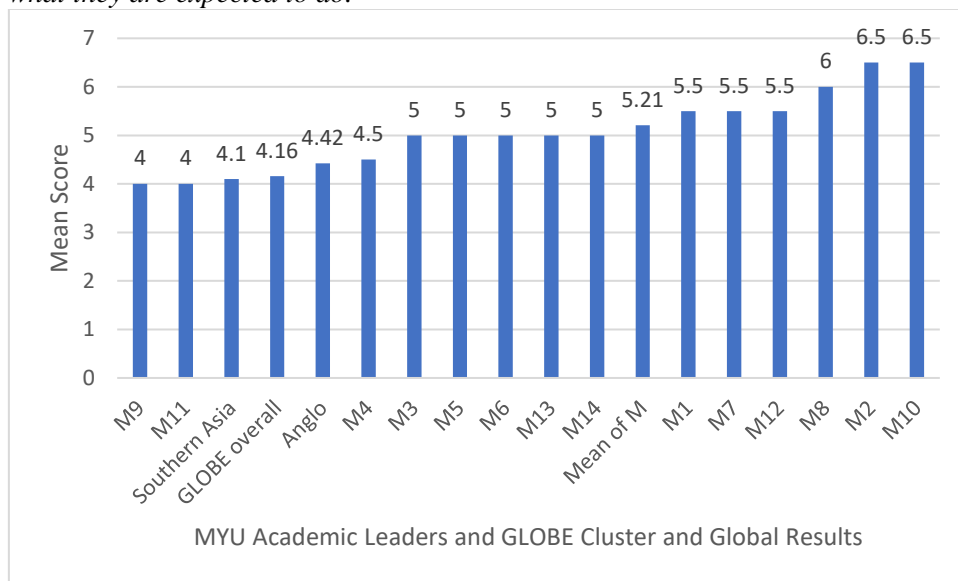
As made clear, there are no claims for this study replicating the House et al (2004) undertaking, but there are some interesting patterns that frame the dimension-by-dimension discussions, which are highlighted in brief in the sections that follow, as well as in full in Section 4.5.4.

(Refer to Appendix A for the LOOQ instrument, Appendix O for the LOOQ results in full, Appendix B for the Northouse questionnaire which makes up the LOOQ Part 1, and Appendix E which is the Northouse scoring system for the questionnaire.)

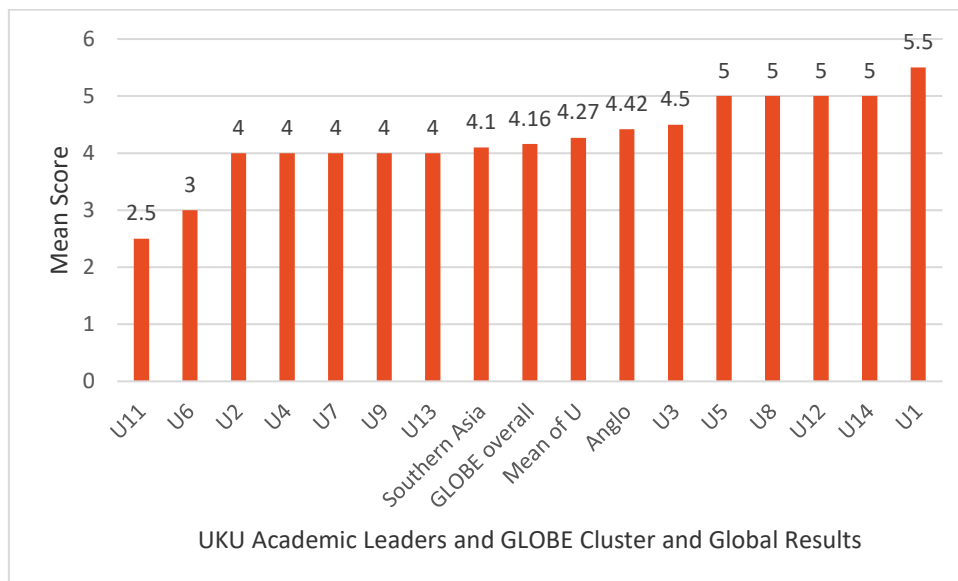
4.5.2.1 Uncertainty Avoidance

Questions 1 and 2 tested the dimension of ‘uncertainty avoidance’ (on a Likert Scale from 1 *Strongly Disagree* to 7 *Strongly Agree*) which finds the ‘extent to which a society, organisation, or group relies on social norms, rules and procedures to alleviate unpredictability of future events’ (House et al, 2004: 30).

1. *In this society, orderliness and consistency are stressed, even at the expense of experimentation and innovation.*
2. *In this society, societal requirements and instructions are spelled out in detail so citizens know what they are expected to do.*



**Figure 4.1.** Uncertainty Avoidance – MYU



**Figure 4.2.** Uncertainty Avoidance - UKU

The majority (12/14) of MYU respondents felt that their society had a greater desire to avoid uncertainty (Mean = 5.21), significantly exceeding the Southern Asia mean (4.1), the GLOBE overall mean (4.16), and also exceeding the Anglo mean of 4.42. The Chi-Square Test result of 0.046 indicates a significant difference between the MYU results and the original GLOBE study for this dimension. The Wilcoxon Signed-Rank Test score of  $p = 0.002$  demonstrates the highly significant difference in responses of the MYU group to the Southern Asia cluster score. The UKU results are not significantly different from the Anglo cluster for this domain (Wilcoxon Signed-Rank Test  $p = 0.972$ ).

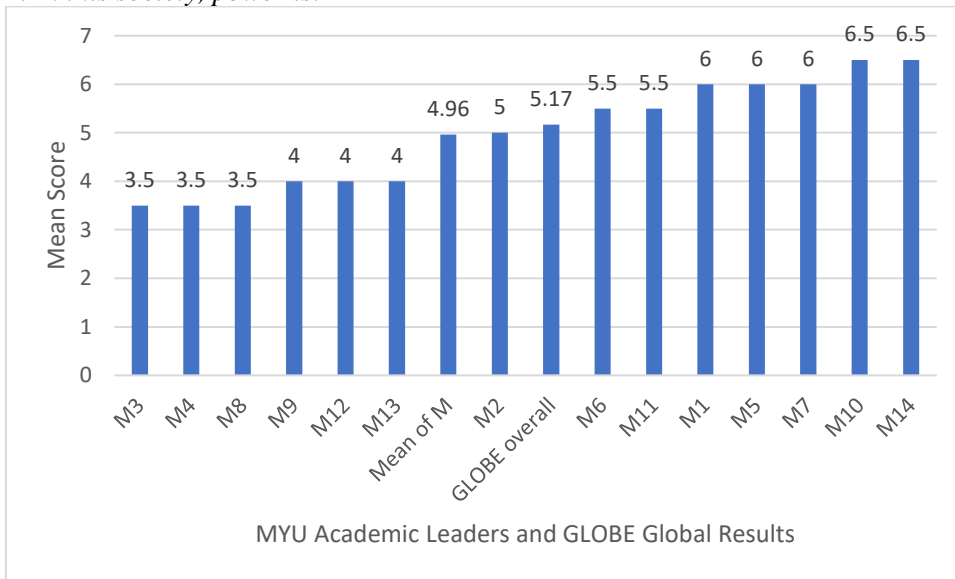
The result of the Mann-Whitney U Test is also highly significant ( $U = 39$ ,  $p = 0.008$ ) indicating the difference between the results of the MYU and UKU cohorts. This dimension was the second largest difference in terms of comparisons between the MYU and UKU groups. The relatively small range in MYU responses shows a high degree of agreement across the cohort. Interestingly, the two individual highest scores for MYU were both male, and one (M2) was the Deputy Dean. Two subjects were outliers below the mean, one of whom, M9, is the Quality Assurance leader and might be expected to be cautious in approach or perhaps more aware of regulations.

The UKU results presented a balance above and below the mean scores, but there were two very low scores ( $U11 = 2.5$  and  $U6 = 3$ ). In sum, a notable result is that MYU academics express that, in their society, there is a desire to avoid uncertainty, but UKU academics do not express the same strong feeling about uncertainty avoidance as the MYU academics do.

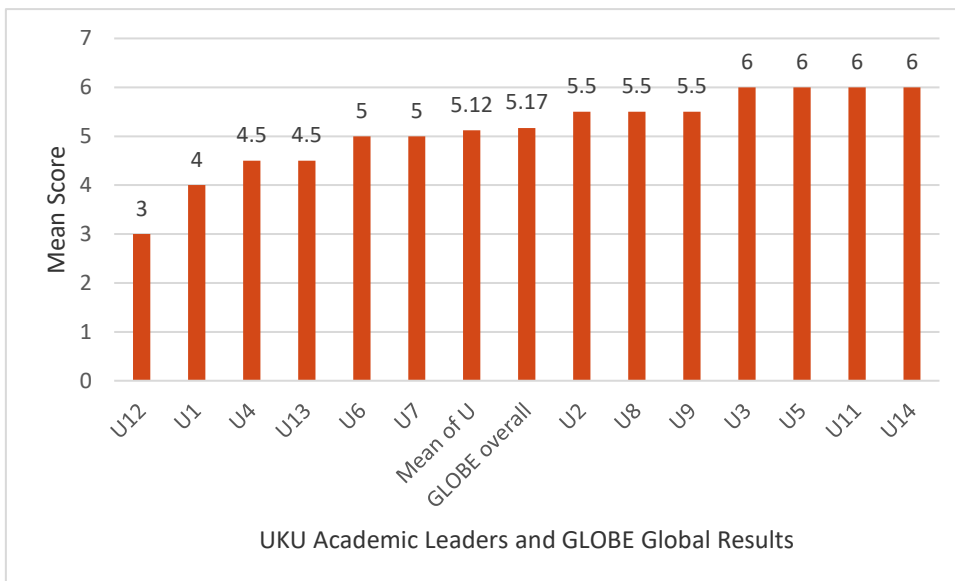
#### 4.5.2.2 Power Distance

Questions 3 (on a Likert Scale from 1 *Questions their leaders when in disagreement* to 7 *Obey their leaders without question*) and 4 (on a Likert Scale from 1 *Shared throughout society* to 7 *Concentrated at the top*) measured the 'power distance' domain and 'the degree to which members of a collective expect power to be distributed equally' (House et al, 2004: 30).

- 3. In this society, followers are expected to:
- 4. In this society, power is:



**Figure 4.3.** Power Distance - MYU



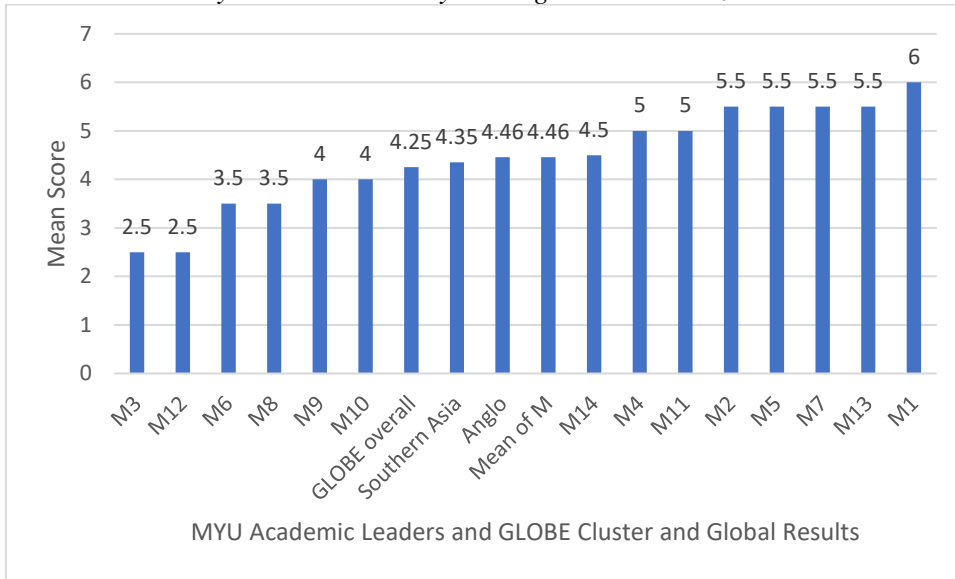
**Figure 4.4.** Power Distance - UKU

Power distances scores were within the expected regional values with a balance above and below mean for both MYU and UKU. There was no significant difference between the results and the original GLOBE findings (Chi-Square p value = 1.000) and no significant difference between the MYU and UKU cohorts within this dimension (Mann-Whitney U Test,  $U = 86.5$ ,  $p = 0.837$ ). At first glance, the MYU and UKU academic leaders do not express different views regarding power distance to other leaders from their country or to each other.

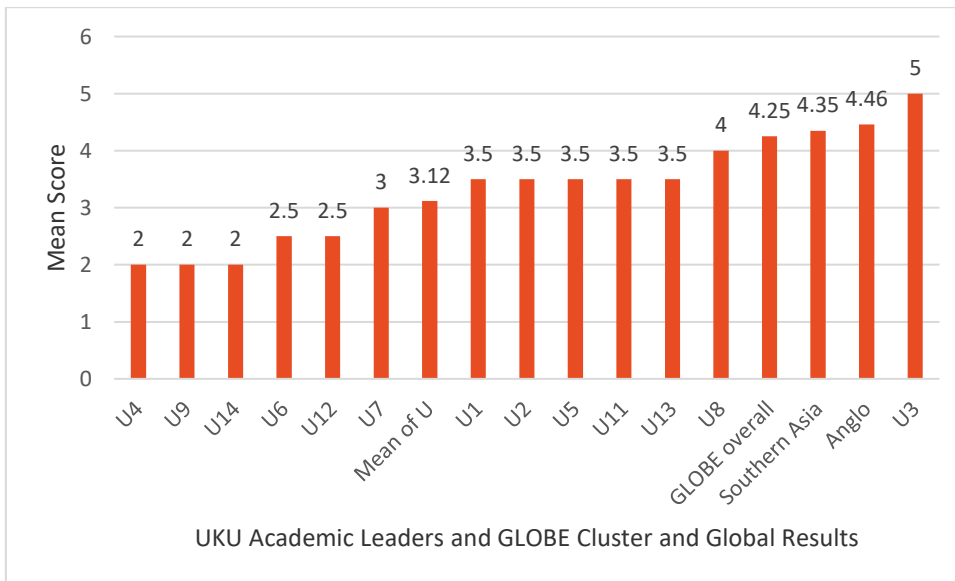
### 4.5.2.3 Institutional Collectivism

‘The degree to which organisational and societal institutional practices encourage and reward collective distribution of resources and collective action’ (House et al, 2004: 30) is the dimension addressed by questions 5 (on a Likert Scale from 1 *Strongly disagree* to 7 *Strongly agree*) and 6 (on a Likert Scale from 1 *Individual interests* to 7 *Collective interests*).

- 5. In this society, leaders encourage group loyalty even if individual goals suffer.
- 6. The economic system in this society is designed to maximize:



**Figure 4.5.** Institutional Collectivism - MYU



**Figure 4.6.** Institutional Collectivism - UKU



Institutional collectivism results for MYU showed a range from 2.5 to 6 and balanced around the Southern Asia mean with no significant difference from the regional mean (Wilcoxon Signed-Rank Test  $p = 0.637$ ). For UKU, there was also a wide range of scores from 2 to 5, but the majority of responders (12/13) scored significantly below the Anglo mean suggesting a much more individualistic culture within academia than in other professions (Wilcoxon Signed-Rank Test  $p = 0.002$ ). At first glance, then, there is something notable about the UKU academic leaders' orientation to institutional collectivism. While this is subject to interpretation and discussion, it seems that the UKU academic leaders express more of an individualistic rather than a collectivist attitude.

The study data show significant differences from the original GLOBE findings (Chi-Square Test  $p = 0.013$ ) and highly significant differences between the MYU and UKU cohorts (Mann-Whitney U Test  $U = 32, p = 0.003$ ).

#### 4.5.2.4 In-Group Collectivism

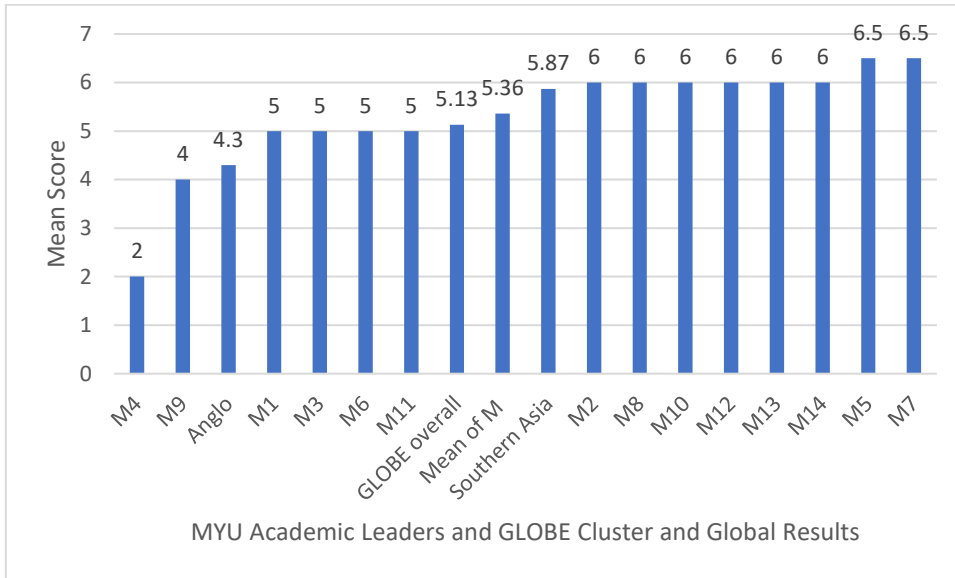
Questions 7 and 8 (on a Likert Scale from 1 *Strongly disagree* to 7 *Strongly agree*) explored 'the degree to which individuals express, pride, loyalty, and cohesiveness in their organisations or families' (House et al, 2004: 30).

7. *In this society, children take pride in the individual accomplishments of their parents.*

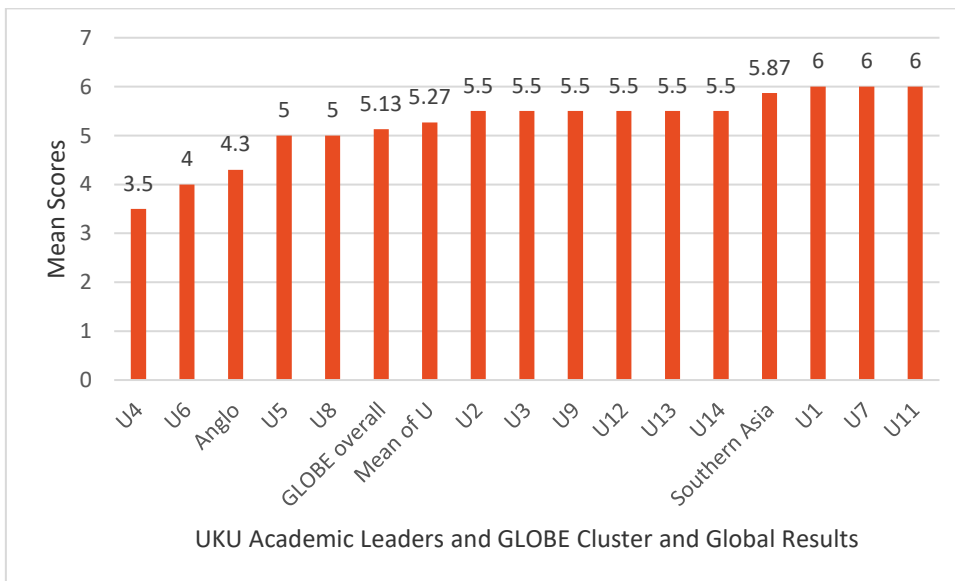
8. *In this society, parents take pride in the individual accomplishments of their children.*

In the main GLOBE findings this is a highly ranked feature for the Southern Asia cluster, and in fact the MYU results show a wide range of responses balanced around the Southern Asia mean and showing no significant difference from the Southern Asia results (Wilcoxon Signed Rank Test  $p = 0.295$ ). UKU findings suggest a significant variance from the Anglo cluster which is typically low scoring in this domain (Wilcoxon Signed Rank Test  $p = 0.004$ ). In this study, 11/13 UKU respondents were above the Anglo mean. Like the result for 'individual collectivism', then, it seems that the UKU academics have a different attitude towards 'in group collectivism' compared

to the Anglo mean. However, this time, the UKU academics seem to take a slightly more collectivist attitude than the Anglo mean. This finding, again, needs to be interpreted and followed up.



**Figure 4.7.** In-Group Collectivism - MYU



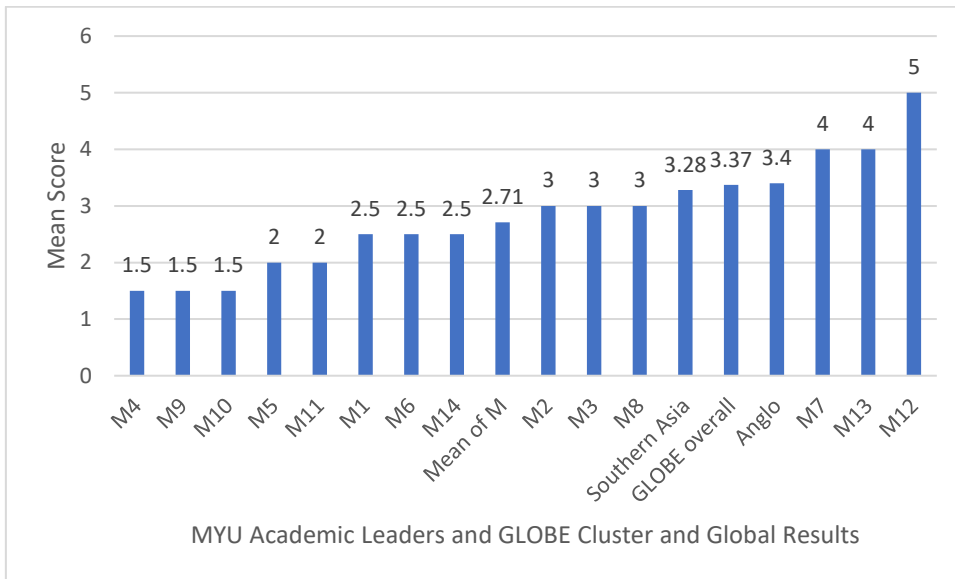
**Figure 4.8.** In-Group Collectivism - UKU

There is no significant difference between the MYU and UKU cohorts for this domain (Mann-Whitney U Test  $p = 0.387$ ) or the overall GLOBE result (Chi-Square Test  $p = 0.209$ ).

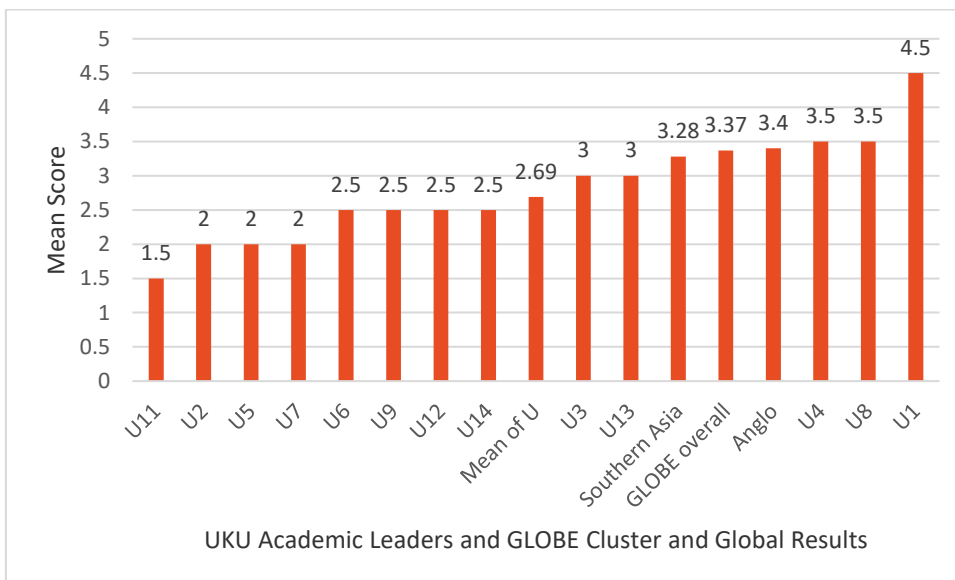
#### 4.5.2.5 Gender Egalitarianism

Questions 9 (on a Likert Scale from 1 *Strongly disagree* to 7 *Strongly agree*) and 10 (on a Likert Scale from 1 *Men* to 7 *Women*) tested this domain and ‘the degree to which a collective minimises gender inequality’ (House et al, 2004: 30).

9. *In this society, girls are encouraged more than boys to attain a higher education.*  
 10. *In this society, who is more likely to serve in a position of high office?*



**Figure 4.9.** Gender Egalitarianism - MYU



**Figure 4.10.** Gender Egalitarianism - UKU

For both MYU and UKU, respondents' scores fell below the expected regional values and this was statistically significant for both MYU (Wilcoxon Signed Rank Test  $p = 0.041$ ) and UKU (Wilcoxon Signed Rank Test  $p = 0.019$ ). At first glance, then, *both* the UKU and the MYU leaders express different views regarding gender egalitarianism to their regional counterparts.

This question asks specifically about 'this society' so while there may be some ambivalence in the wording of the other questions, there is presumably less here. In other words, it could reasonably be inferred that in their responses both sets of academics perceive inequality in their respective 'society.'

For MYU, 11/14 academic leaders scored below the mean GLOBE score of businesspeople indicating that their observation is that gender inequality is not minimised, however the result is not significantly different (Chi-Square Test  $p = 1.000$ ). Similarly, for UKU 10/13 academic leader responses were below the GLOBE average scores. For MYU and UKU there is a pronounced tail of low scores in this dimension (see Section 4.4.4 for further discussion) and the Mann-Whitney U Test indicates the similarity in responses for both cohorts ( $U = 88.5$ ,  $p = 0.915$ ). This was the most aligned result of all the dimensions.

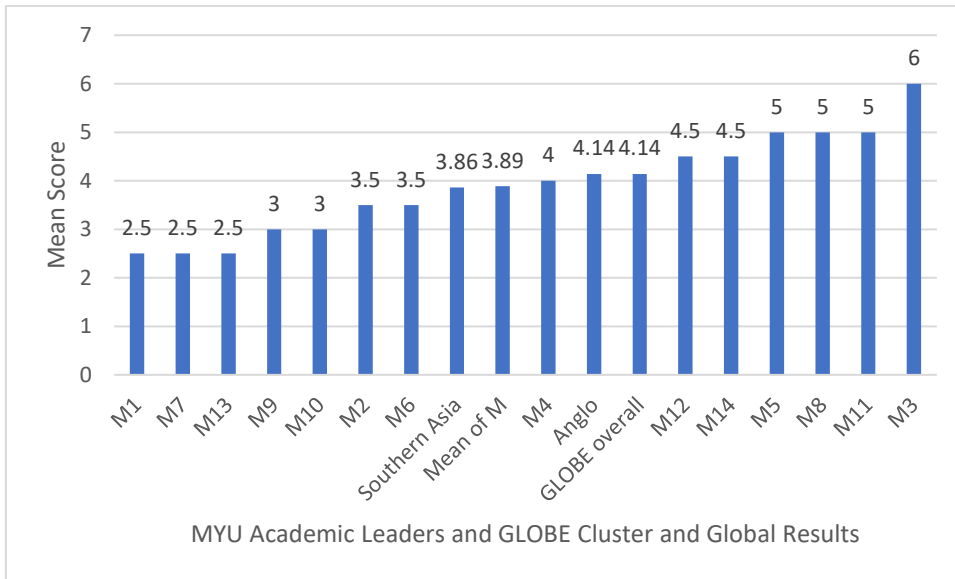
#### 4.5.2.6 Assertiveness

'The degree to which individuals are assertive, confrontational, and aggressive in their relationship with others' (House et al, 2004: 30) was addressed in questions 11 (on a Likert Scale from 1 *Non-assertive* to 7 *Assertive*) and 12 (on a Likert Scale from 1 *Tender* to 7 *Tough*).

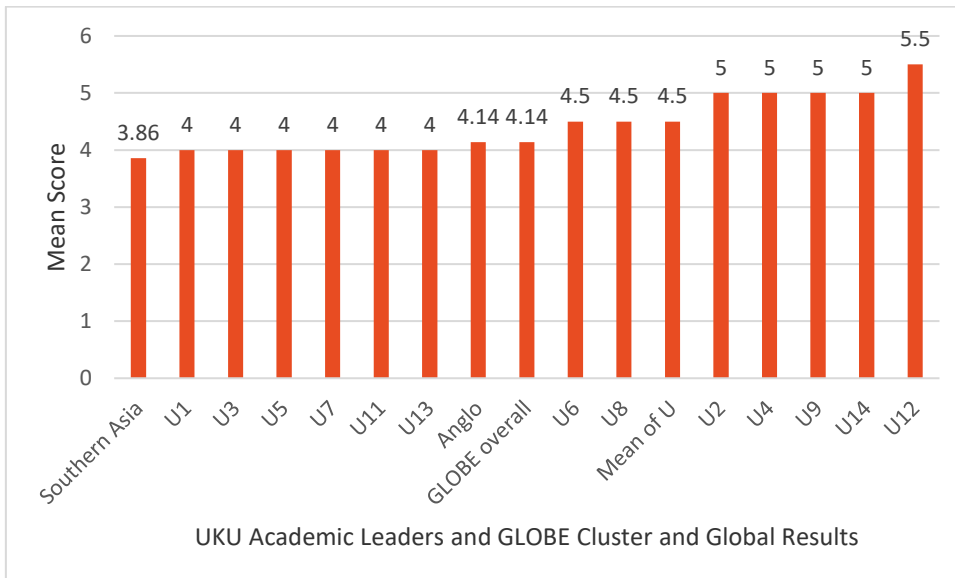
*11. In this society, people are generally:*

*12. In this society, people are generally:*

Both MYU and UKU responses were within expected parameters and equally distributed around the mean GLOBE overall mean and the respective regional means (Chi-Square Test  $p = 1.000$ ; Wilcoxon Signed Rank Test for MYU  $p = 0.925$ ; Wilcoxon Signed Rank Test for UKU  $p = 0.082$ ).



**Figure 4.11.** Assertiveness - MYU



**Figure 4.12.** Assertiveness - UKU

There was also no significant difference in responses between the two cohorts (Mann-Whitney U Test  $p = 0.129$ ). There was a variability of responses for MYU participants but much less so for the UKU responders (lowest standard deviation) indicating a consistency of opinion.

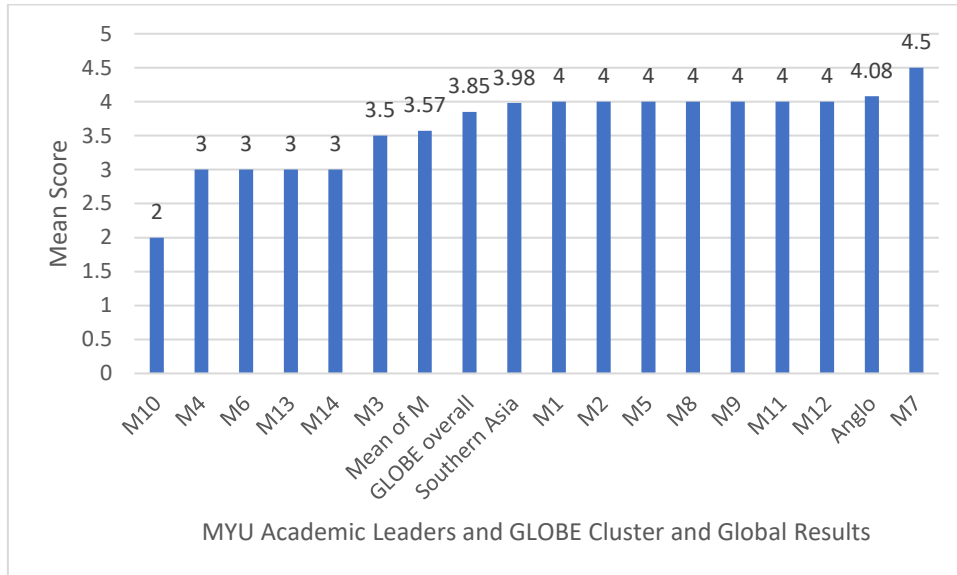
#### 4.5.2.7 Future Orientation

Questions 13 (on a Likert Scale from 1 *Accept the status quo* to 7 *Plan for the future*) and 14 (on a Likert Scale from 1 *Solving current problems* to 7 *Planning for the future*) explored ‘the extent to

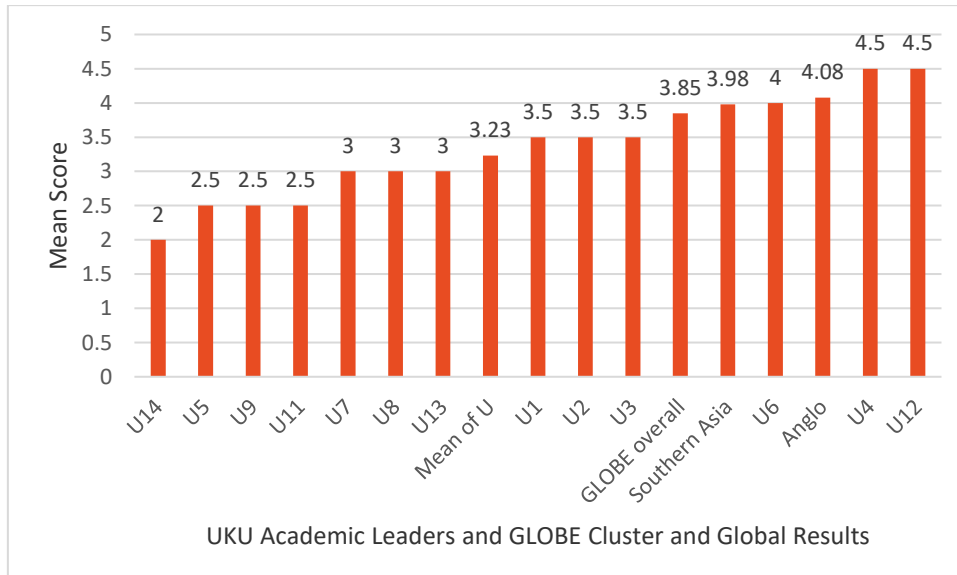
which individuals engage in future-oriented behaviours such as delaying gratification, planning and investing in the future’ (House et al, 2004: 30).

13. In this society, the accepted norm is to:

14. In this society, people place more emphasis on:



**Figure 4.13.** Future Orientation - MYU



**Figure 4.14.** Future Orientation - UKU

There was a balance of responses from MYU above and below the Southern Asia mean, although there was a standout low score of 2.0 (M10) from the operations lead. The MYU results are not significantly difference from the Southern Asia score (Wilcoxon Signed Rank test  $p = 0.323$ ).

However, UKU the results were more surprising in that 11/13 respondents fell below the Anglo mean with a similar low score of 2.0 (U14) and U5 and U9 and U11 at 2.5. This highly significant difference is evident in the Wilcoxon Signed Rank test score  $p = 0.004$ . At first glance, then, the UKU respondents have a different future orientation than the Anglo mean.

For Future Orientation there is high consistency across both MYU and UKU displaying a homogeneity of responses (Mann-Whitney U Test  $p = 0.218$ ), yet there is a significant difference between the study results and that of the GLOBE findings (Chi Square test  $p = 0.045$ ).

#### 4.5.2.8 Performance Orientation

The penultimate pair of questions, 15 and 16, (on a Likert Scale from 1 *Strongly disagree* to 7 *Strongly agree*) tested the 'degree to which a collective encourages and rewards group members for performance improvement and excellence' (House et al, 2004: 30).

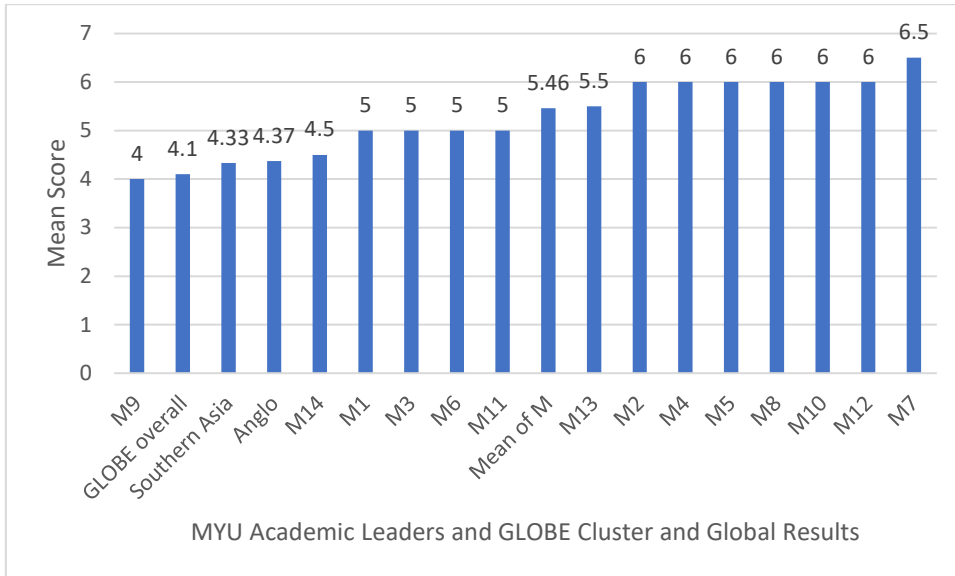
*15. In this society, students are encouraged to strive for continuously improved performance.*

*16. In this society, people are rewarded for excellent performance.*

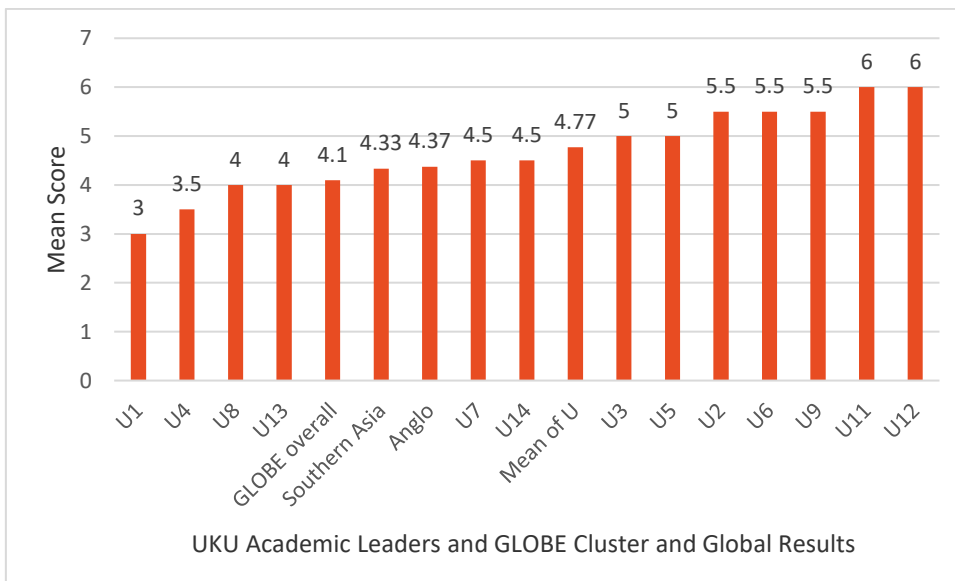
There was a slight preference for high scores in the UKU population, with 9/13 above the Anglo mean but this was not a significant difference (Wilcoxon Signed Rank Test  $p = 0.151$ ). However, the MYU response was very positive with 13/14 respondents above the GLOBE overall, Southern Asia and Anglo scores, plus some very high scores of 6.0 and above for half of respondents. The difference between the MYU and Southern Asia scores are highly significant (Wilcoxon Signed Rank Test  $p = 0.001$ ). This does indicate a very performance-focused group which is at odds with the Southern Asia cluster results in the main GLOBE findings (House et al, 2004). The UKU results are largely in line with the Anglo results as a high-ranking domain.

The average for Performance Orientation was quite high for MYU, with a low range (2.5) indicating consistency across the cohort. At first glance then, the MYU academic leaders have a very strong performance orientation, notably higher than the Southern Asia mean and the UKU

mean. The UKU showed the largest standard deviation which suggests a lack of consistency and variability in opinions within the group.



**Figure 4.15.** Performance Orientation - MYU



**Figure 4.16.** Performance Orientation - UKU

The differences between the cohort responses are significant with a p value of 0.050 for the Mann-Whitney U Test.

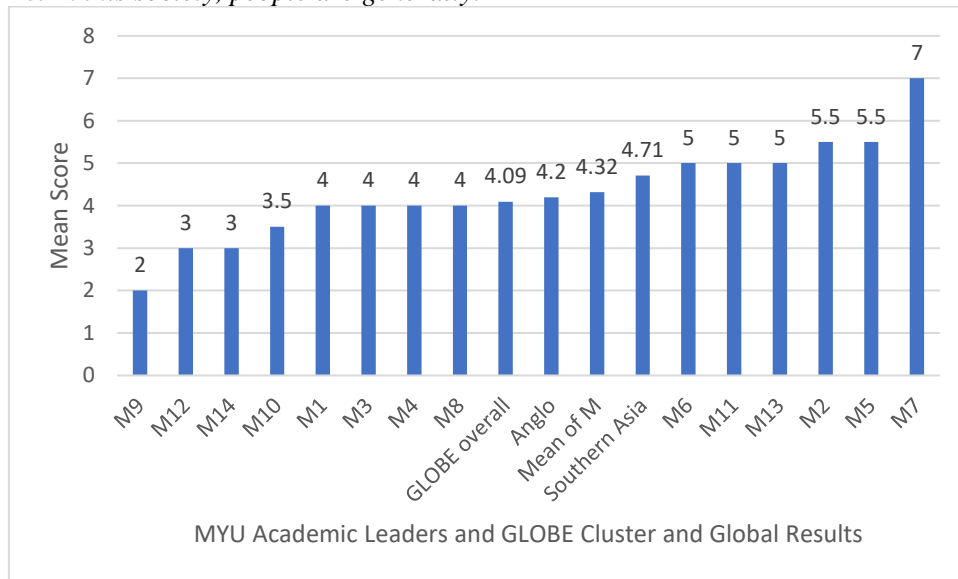


4.5.2.9 Humane Orientation

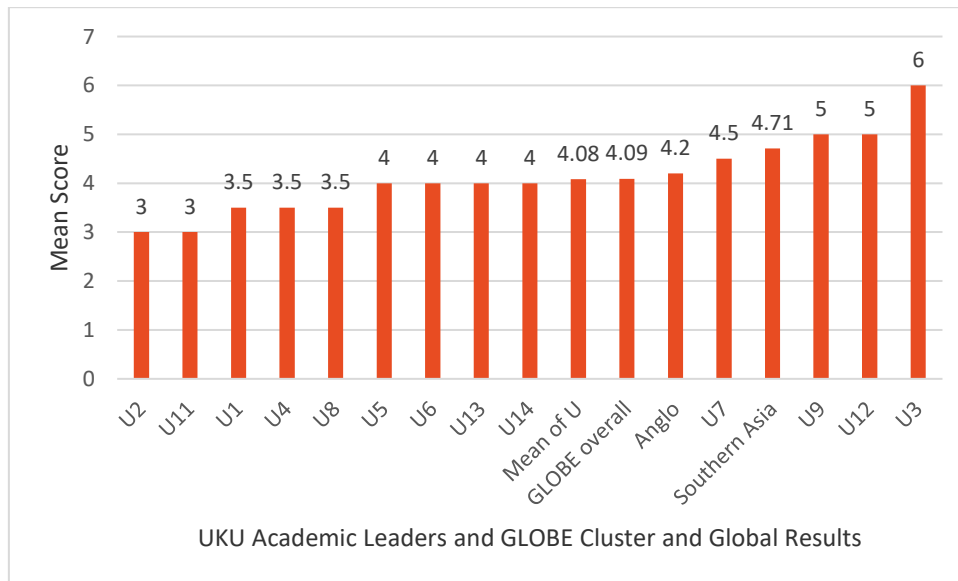
The final two questions of 17 (on a Likert Scale from 1 *Not at all concerned about others* to 7 *Very concerned about others*) and 18 (on a Likert Scale from 1 *Not at all sensitive to others* to 7 *Very sensitive toward others*) dealt with the ‘degree to which a collective encourages and rewards individuals for being fair, altruistic, generous, caring, and kind to others’ (House et al, 2004: 30).

17. *In this society, people are generally:*

18. *In this society, people are generally:*



**Figure 4.17.** Humane Orientation - MYU



**Figure 4.18.** Humane Orientation - UKU

In the main GLOBE study, it shows the Southern Asia cluster as scoring highly in this dimension, and while MYU results in this study are balanced in terms of the number of respondents around the mean, there are some outlying respondents with a striking result of 2.0 (M9) and 7 (M7). The results of the study are not significantly different though from the Southern Asia cluster results (Wilcoxon Signed Rank Test  $p = 0.298$ ). The UKU results were slightly below regional values, with 9/13 sitting under the Anglo average mean score but there was no significant difference between the UKU and Anglo cluster scores (Wilcoxon Signed Rank Test  $p = 0.551$ ).

In the original GLOBE findings, high Humane Orientation societies (Malaysia being in the top 10 highest scored Humane Orientation societies) show others as being important. The scores in this study are lower but there is not a significant difference between the study results and the GLOBE scores (Chi-Square Test  $p = 0.695$ ) or the scores between the MYU and UKU groups (Mann-Whitney U Test  $p = 0.549$ ).

There was an interesting low average for this dimension in MYU, with a large range indicating disagreement across the cohort. This was the highest standard deviation for MYU which underlines the variability in the values. There was also a low average for UKU, but with a smaller range, indicating higher agreement across the cohort.

#### 4.5.2.1 Preliminary Discussion – The Contextual Prelude for Qualitative Explorations

The LOOQ Part 1 was a useful exercise in orienting the participant academic leaders on the GLOBE (House et al, 2004) dimensions of culture for their societal cluster and in comparison, with each other. The LOOQ Part 1, based on the Northouse (2016) abridged GLOBE questionnaire, asked them to reflect on *Cultural Practice* ‘as is’ and those same scores from the original GLOBE study (House et al, 2004) provided a basis for comparison. With regard to some notable domains, the academic leaders appear different from their business counterparts, and this is also the case between MYU and UKU academic cohorts.

The following deviations from the regional cluster results were found that are worthy of being followed up in the qualitative part of the study:

**Table 4.7.** MYU and UKU: Deviations from Respective Southern Asia and Anglo GLOBE Regional Clusters

Uncertainty Avoidance	MYU Academic Leaders
Power Distance	No significant deviation
Institutional Collectivism	MYU and UKU Academic Leaders
In-Group Collectivism	UKU Academic Leaders
Gender Egalitarianism	MYU and UKU Academic Leaders
Assertiveness	No significant deviation
Future Orientation	UKU Academic Leaders
Performance Orientation	MYU Academic Leaders

Furthermore, the following interesting differences were found between MYU academic leaders and UKU academic leaders.

**Table 4.8.** MYU and UKU: Differences Between the Academic Leadership Cohorts

Uncertainty Avoidance	Second most significant difference between MYU and UKU
Power Distance	No significant difference
Institutional Collectivism	Most significant difference between MYU and UKU
In-Group Collectivism	No significant difference
Gender Egalitarianism	No significant difference
Assertiveness	No significant difference
Future Orientation	No significant difference
Performance Orientation	Some difference between MYU and UKU

This may be because they see their society differently, or that their own attitudes are different.

Once again, this is a small-scale study and undue inference should not be drawn, but there are some interesting patterns that start to emerge and can inform the qualitative, and substantive, work.

Next, results of Part 2 of the LOOQ are considered before some concluding discussion on the questionnaire findings Part 1 and Part 2 of the LOOQ are discussed in full in Section 4.5.4.

#### 4.5.3 LOOQ Part 2 - Building the Context for Qualitative Explorations

The second part of the questionnaire involved short-answer questions designed to reinforce the relevance of questions for the semi-structured interview and articulate factors pertinent to both the GLOBE study and the Gronn research. Questions 19 and 20 dealt with impacts and influences on

career, with question 19 forcing a choice of family and school, in direct alignment with the first part of Grønn's *Formation* stage, and question 20 seeking a key influence, which may inform the *Formation* or *Accession* stage. Critically, both affect the GLOBE framework as well as, for example, individualism is more associated with nuclear family structures and collectivism with extended family structures (House et al, 2004). These first few questions of Part 2 are designed to surface what this research terms 'antecedent influences' on the academic leaders.

#### 4.5.3.1 Family or School

Question 19 asked 'If you had to select only one from 'family' or 'school' which has had most impact on your career – and why?' and was largely answered as family for both MYU (10/14) and UKU (9/13). School was indicated for the remainder of the MYU cohort, and in two of the UKU responses (U7, U8). A primary school teacher was noted as significant for one UKU respondent (U11) and one UKU response was ambivalent.

U1: 'Neither really – school if forced – I was a lousy student – taught me I needed to step up.'

#### 4.5.3.2 Key Person

There was a more mixed response to Question 20 'Is there, or was there, a key person who influenced your practice?'

For MYU 10/14 responded positively to identifying a key person, and of these two were parents (M4 and M7), one was parents and partner ('Parents and wife' M3), one was partner ('My husband' M5), one was a colleague ('DVC' M6), one was a supervisor ('Yes, my PhD supervisor' M8), two were unspecified teachers ('Teacher' M11, and 'My lecturer' M12) and two were unidentified ('Yes' M9 and M13).

For the other MYU responses, one was left blank (M10), two were definitive ('No' M2 and 'Not that I can think of' M14), and one was unique.

M1: 'My religion actually influenced more.'

At UKU 7/9 responded positively, of which two were parents (U6 and U9), two were colleagues ('Yes – a colleague in my first University role.' U8, and 'I had a friend / academic who looked after me, and mentored me in earlier career' U14), two were Professors, one seemingly a manager, the other unclear ('The Professor who first recruited me and shaped my initial academic career.' U11, and 'More than one, two people, Professors, a man and a woman.' U12), one was a partner ('An ex-boyfriend' U3), one was the respondent themselves ('Yep – me. I take the credit and the blame.' U1), one was general ('Not one person, I have taken things from a number.' U7), one was unclear ('Yes – he enthused me to pursue an academic career after I had made initial steps in embarking on it.' U13) and one was unidentified ('Yes' U2). Of the other UKU responses, one appears to challenge the question ('For what? Of what?' U4) and the other was definitive ('No' U5).

#### 4.5.3.3 What Point Leadership?

The final three questions of the LOOQ were more explicitly about leadership, with Question 21 asking at what point respondents felt they had the ability to move to leadership, addressing the Gronn Accession stage. Questions 22 and 23 asked for ideal and non-ideal descriptions of leaders, where the results would be directly compared to the GLOBE *Universal Positive Leader Attributes* and *Universal Negative Leader Attributes* (House et al, 2004).

Responses to Question 21 (which asked 'At what point did you feel you had the ability to move to a leadership position?') were varied, as expected, but could be clustered into what this study has themed *Certainty*, for those respondents who felt they were always able to be a leader, and then *Time based*, *Event based*, *Person based*, and *Position based*, for those whose rise to leadership was contingent on one of those factors.

Table 4.9, below, shows the responses within these themes which is important because it highlights the points at which the academic leaders felt they were ready to lead, or what Gronn (1999) defines as the *Accession* stage when self-belief leads to acceptance of innate competence.

**Table 4.9.** Clustered Responses to Question 21

<b>Cluster</b>	<b>MYU response</b>	<b>UKU response</b>
<b>Certainty</b>		<p>U1: ‘I didn’t feel it – either take the promotion or not – would not have applied if I felt I could not achieve.’</p> <p>U6: ‘I’ve always felt I could practice leadership.’</p> <p>U7: ‘Within a few years of becoming an academic it was clear that few people had both the ability and desire to move into management or leadership roles.’</p> <p>U14: ‘I had the ability to get things organised. I still struggle with the leadership...’</p>
<b>Time based</b>		<p>U9: ‘5 years into my career.’</p> <p>U13: ‘Quite late (40-ish) – wasn’t a natural tendency for my personality.’</p>
<b>Event based</b>	<p>M1: ‘When I was comfortable with my teaching.’</p> <p>M5: ‘When the support is there.’</p> <p>M12: ‘When I accomplished my postgraduate studies in 2006.’</p> <p>M13: ‘When I am confident and competent to perform the job.’</p>	<p>U2: ‘In my late 30s due to a family crisis.’</p> <p>U4: ‘As soon as I was qualified as a Chartered Accountant at the age of 25.’</p> <p>U5: ‘When I was promoted in my first job and was frequently approached by head-hunters.’</p>
<b>Person based</b>	<p>M8: ‘When my subordinates felt thankful for my motivation given to them.’</p> <p>M10: ‘When I was asked to take up a position in one of my previous companies.’</p>	<p>U8: ‘When I was asked by someone who judged I had the potential to do it.’</p>
<b>Position based</b>	<p>M2: ‘When I am in position in power.’</p> <p>M6: ‘Associate Professor.’</p> <p>M14: ‘When I was given the position, I had to rise to the occasion.’</p>	<p>U11: ‘Difficult to say, but probably when I was promoted to Professor.’</p>
<b>Other</b>	<p>M3: ‘Thinking out of the box.’</p> <p>M7: ‘Being there. Done that. Continuously.’</p>	<p>U12: ‘Not sure I am ready; I have been called an informal leader.’</p>

Leadership self-efficacy is also a fundamental pre-cursor to motivation to lead (Chan and Drasgow, 2001) and thus capturing at what point that happened helped plot the relative point of each academic leader’s journey. For UKU, one person apparently rejected the question (‘That has never

happened in the way you describe.’ U3). For MYU, two responses were blank (M4 and M9) and one was unclear (‘Yes’ M11).

#### 4.5.3.4 What an Ideal Leader is

The academic leaders were directly asked what they consider an ideal leader to be within question 22 ‘Please describe your vision of what an ideal leader is.’ Findings for Question 22 (full Table available in Appendix O) were matched against the *GLOBE Universal Positive Leader Attributes* (House et al, 2004: 677) and no direct matches were found. Some near matches were identified, where the sentiment suggested alignment with the attributes, and the relevant part of the quotation is noted in Table 4.10.

**Table 4.10.** Comparison of Positive Leader Attributes

<b>GLOBE Universal Positive Leader Attributes</b>	<b>This Study – Match or Near Match</b>	
	<b>MYU</b>	<b>UKU</b>
<b>Just</b>	M1: ‘Fair.’ M7: ‘Good.’	
<b>Motivational</b>	M6: ‘With soul.’ M11: ‘Visionary and inspiring.’ M14: ‘Unselfish, trustworthy, inspirational.’	U5: ‘Leads by example.’ U9: ‘One who does.’ U11: ‘Stimulates and encourages.’
<b>Decisive</b>	M5: ‘Make decisions and take action.’ M12: ‘Provide a clear direction.’	U13: ‘Assertive, compassionate, diligent, clear.’
<b>Honest</b>	M4: ‘Open.’	U14: ‘True to values, follow through.’
<b>Encouraging</b>	M10: ‘Open to ideas.’	U2: ‘Listens, develops, believes.’ U6: ‘A person who enables others to do their best.’ U7: ‘Consultative and persuasive.’
<b>Dependable</b>	M2: ‘Achieving.’ M7: ‘Effective.’ M8: ‘Meet the objectives.’	
<b>Team builder</b>	M9: ‘Support the team.’	U8: ‘Consensus building.’

Sources: House et al (2004: 677); this study

Some responses could not be tabulated in this manner. For MYU, M3’s response of ‘Being a servant leader.’ and M13’s ‘Make a better life’ were difficult to interpret. For the UKU contingent the following could not be tabulated; U1 indicated ‘Benevolent dictatorship.’; U3 ‘I don’t think

there is, and I think it depends on the environment and the challenges facing the organisation.’; U4 ‘I don’t think you can have an ideal leader as it is context-dependent and a mixture of different styles.’; and U12 ‘Not sure, again can we discuss during the interview?’ In the case of M7’s response ‘Effective and good leader’, these two entities are different from each other and it was felt reasonable to stay true to this outlook by categorising the response twice. In all other cases, each respondent was categorised into the nearest attribute.

#### 4.5.3.5 What a Leader is Not

The final question asked the academic leaders to ‘Please describe your vision of what an ideal leader is not’.

**Table 4.11.** Comparison of Negative Leader Attributes

GLOBE Universal Negative Leader Attributes	This Study – Match or Near Match	
	MYU	UKU
<b>Ruthless</b>	M5: ‘Leading for personal interest.’ M9: ‘One who takes all the credit from his team and easy to put the blame on the team.’ M14: ‘Convincing others . . . when it only serves his/her interests.’	U3: ‘Selfish, focused on their career but not on the good of others in the organisation.’ U14: ‘Promises lots and delivers little.’
<b>Asocial</b>	M2: ‘Not knowing what is happening at the grassroot.’	
<b>Dictatorial</b>	M3: ‘Autocratic.’ M6: ‘Authoritarian.’ M10: ‘Rules with an iron fist, dominant and cares for his own career survival.’ M12: ‘Judgemental and careless.’	U2: ‘ <b>Dictatorial.</b> ’ U4: ‘Micromanager, a bully.’ U6: ‘A person who tells others what to do or how to behave.’ U7: ‘Autocratic.’ U8: ‘Someone who rules by giving orders and enforces them through discipline.’ U11: ‘Dogmatic and hierarchical.’
<b>Egocentric</b>	M1: ‘Self-centred.’ M8: ‘Becoming populist.’ M11: ‘NATO – No action, talk only.’ M13: ‘Self-interest seeker.’	U1: ‘Anybody without the backbone to make decisions that are unpopular.’ U5: ‘A politician with little talent.’ U13: ‘People with narcissistic PD [personality disorder].’

Sources: House et al (2004: 678); this study



Responses were matched against the GLOBE *Universal Negative Leader Attributes* (House et al, 2004: 678) and one direct match was found – ‘*dictatorial*’ – and this is identified in bold in Table 4.11, above. Some near matches were identified, and where alignment was found, included in the table.

Some responses could not be aligned to the GLOBE characteristics. For MYU, M4 had a blank field, while M7 ‘Incompetent, lack of planning, implementation and monitoring. Only talk! No action!’ could not be reasonably categorised within the GLOBE characteristics. For UKU, U9 had a blank field and U12 could not be used (‘Same’ U12). Both MYU and UKU academics found a ‘*Dictatorial*’ leader to be anathema, with more UKU academics aligned with this attribute than all the others put together for that cohort. It is interesting to note that although this study is about leadership, it is only within the final two questions of the LOOQ that participants were asked directly what they thought a leader *was* and *was not*.

#### **4.5.4 Summary of LOOQ Findings**

The LOOQ questionnaire in both Part 1 (quantitative) and Part 2 (qualitative) was useful in ‘locating’ the respondents on the GLOBE scale and on the Gronn four-stage leadership model. The quantitative findings were interesting because there were several areas of nonconformity vis-a-vis the main GLOBE study, were it expected the results would align with the country clusters. This small-scale study asked the academic leaders about their perceptions of *group practice* of their culture ‘*as is*’ and therefore the reader is cautioned when comparing these against the main GLOBE findings, which include both *group practice* and *societal values* - ‘*what should be*’ (House et al, 2004).

However, it is also important to recognise ‘nonconformity’ even within the original GLOBE findings (Javidan et al, 2006b) within the nine cultural dimensions with the *practices* ‘*as is*’ and the *values* ‘*should be*.’ While some difference would have been expected, GLOBE reported a significant difference between practices and values in seven out of the nine dimensions. Even on

the two remaining dimensions of in-group collectivism there is a weak relationship between practices and values, with only gender egalitarianism showing a strong positive relationship. As Javidan et al (2006b: 902) noted, 'it is intriguing to consider why the relationship between values and practices is so complex.'

While the relationship between practices and values of the GLOBE dimensions is clearly beyond the scope of this current work, it does introduce and legitimise the notion of 'nonconformity' or unexpected alignment or misalignment, which is also found here on a much smaller scale, and with academic leaders rather than business leaders.

Taken together, the LOOQ Part 1 and Part 2 results offer the following preliminary characterisation of UKU and MYU academics. Uncertainty Avoidance at MYU implies a perception of ambiguity or lack of rules as threatening, with an implied preference for certainty and clarity. Perhaps this is unsurprising from academics, who live by rules, policies, and procedures. Clearly inherent is a resistance to change, which may also be a feature of academia. UKU respondents were around their Anglo mean. There was a highly significant difference between the MYU and UKU responses demonstrating no cross-cultural alignment between academic leaders on this dimension.

Results for Institutional Collectivism at UKU were unexpectedly low compared to the GLOBE Anglo mean of medium which implies a perception of an individualistic culture, where people often work independently of their organisation. Again, independence of working is often noted as a feature of academic life, but this interpretation does not seem to be shared among colleagues at MYU. Indeed, this was the most significant difference noted between the two cohorts of academic leaders.

Interestingly, In-Group Collectivism was also contrary to expectations of the Anglo low mean – which implies a propensity for individualistic behaviour for UKU, suggesting identification with the organisation and that duty influences behaviour. In fact, results from UKU were more aligned

numerically with colleagues from MYU, who were themselves around the higher Southern Asia mean. This suggests the importance of duty, or perhaps *responsibility*, as a shared common factor across academic leaders.

Gender Egalitarianism was also an interesting point of potential convergence across both the MYU and UKU cohorts as, in comparison with the Southern Asia and Anglo, mean scores were lower with some very low scores which is interesting as the majority of respondents were female, as were both the Deans. As discussed, the perceptions of *group practice* of their culture '*as is*' which means that both cohorts perceive a gap in gender egalitarianism, or that there is further to go to achieve it, which is unquestionable. It also suggests that the question wording itself directed the response to the question '*in this society*' leaving less room for interpretation. It is worth noting that, in the original GLOBE (House et al, 2004) study, the Anglo cluster was relatively low and the Southern Asia cluster low on this dimension – which means the academic leaders are already working off a low base in their assessment.

Future Orientation scores at UKU were lower than expected in comparison to the Anglo mean with the majority falling below the mean and some very low-scoring responses as well, which suggests low confidence in planning for the future. It also implies some inflexibility in organisations which do not have a strategic perspective or orientation. This inflexibility may be a distant cousin of the MYU resistance to change implied in their Uncertainty Avoidance scores.

Performance Orientation at MYU suggests a very performance-focused culture as there were some high results compared with what the GLOBE Southern Asia cluster would suggest. The MYU results were much higher than the medium scores of the Southern Asia cluster noted in the original GLOBE study (House et al, 2004). The Anglo cluster highest score was for Performance Orientation (House et al, 2004) and UKU scores were marginally, but not significantly, above the Anglo cluster.

Once again, for the avoidance of doubt, this is a small study, in and of itself, and particularly when compared to the size of GLOBE. There are no claims made of these data, but they have revealed some interesting points from which to move into the qualitative data analysis. That said, the academic leaders seem to suggest some cultural dimensions where what has been proven for the business community in those nations by GLOBE seems not to be the case for the academic leaders in this study.

Table 4.12, below, indicates potential nonconformity of MYU and UKU to their respective Country Clusters *if it were expected that the academic leaders in this study would conform with the business leaders* surveyed in their same cluster by the original GLOBE study. Of course, much has changed in the world since the publication of GLOBE in 2004, and that fieldwork was achieved in the previous decade. What this suggests is potential nonconformity on three Cultural Dimensions at each institution when compared to expectations for their Country Cluster (Southern Asia for MYU and Anglo for UKU) if complete alignment with their national characteristics was expected.

**Table 4.12.** LOOQ Summary of Nonconformity – MYU and UKU

GLOBE Cultural Dimensions	Institution	Above or below the GLOBE Mean for that Country Cluster?
Gender Egalitarianism	Both	Below Southern Asia and Anglo mean
Uncertainty Avoidance	MYU	Above Southern Asia mean
Performance Orientation	MYU	Above Southern Asia mean
Institutional Collectivism	UKU	Below Anglo mean
In-Group Collectivism	UKU	Above Anglo mean
Future Orientation	UKU	Below Anglo mean

Sources: House et al (2004); this study

Interestingly, in 5/6 Cultural Dimensions MYU and UKU were out of step for different regional norms than each other, so that out of a total of nine Dimensions identified by GLOBE, MYU and UKU combined appear not to conform with six of them. This implies that there may not be sound alignment of the GLOBE Cultural Dimensions when applied to these two institutions, which may in turn infer a fracturing of the GLOBE model in application to Higher Education.

**Table 4.13.** Summary of Inferential Statistics

<b>GLOBE Dimension</b>	<b>Wilcoxon Signed-Rank Test MYU</b>	<b>Wilcoxon Signed-Rank Test UKU</b>	<b>Mann-Whitney U Test</b>	<b>Chi-Square Test</b>	<b>Standard Deviation</b>
	<b>MYU &amp; Southern Asia</b>	<b>UKU &amp; Anglo</b>	<b>MYU &amp; UKU</b>	<b>‘Greater’ or ‘Lesser’</b>	<b>Difference from the mean</b>
<b>Uncertainty avoidance</b>	Highly significant		Highly significant	Marginal statistical significance	
<b>Power distance</b>					
<b>Institutional collectivism</b>		Highly significant	Highly significant	Significant result of 0.13	
<b>In-group collectivism</b>		Highly significant			
<b>Gender egalitarianism</b>	Significant	Significant			
<b>Assertiveness</b>					Lowest for UKU
<b>Future orientation</b>		Highly significant		Marginal statistical significance	Lowest for MYU
<b>Performance orientation</b>	Most significant		Significant		Largest for UKU
<b>Humane orientation</b>					Largest for MYU

Sources: House et al (2004); this study

Beyond the relative mean, if some simple statistical tools are applied to the findings of this study there is apparently further deviation in where the worldviews of the academic leaders seem to vary from those of their business colleagues in the GLOBE (House et al, 2004) Country Cluster: see Table 4.13, above.

The inferential statistics in Table 4.13 reinforce the findings of Table 4.12. MYU and UKU appear not to conform with six of the original nine GLOBE dimensions (House et al, 2004). The greatest dimension where MYU and UKU combined differ from what would be expected if the GLOBE (House et al, 2004) had currency for academics is Uncertainty Avoidance, with Institutional Collectivism the second area. The same two dimensions are shown as different in the Mann-Whitney U Test data, although the order is reversed with Institutional Collectivism the most different.

Separately, UKU differs from the Anglo cluster on four (out of nine) dimensions, and markedly in three of these cases. MYU is only significantly different from the Southern Asia cluster on Uncertainty Avoidance, which is already the greatest point of deviation between the academic leaders and those of the original GLOBE (House et al, 2004) which may indicate an academic sub-culture.

Qualitative results were also thought-provoking and aligned well with theory. ‘Family’ was the universal key influence on career, rather than ‘school’, and respondents started to think about key figures beyond this, and career turning points which aligned well both with the Gronn framework as well as Floyd. In terms of the questions concerning the definitions of a leader, there were a number of near matches and one direct match with the GLOBE universal attributes (both the positive and negative) with a universal dislike at both MYU and UKU for a ‘Dictatorial’ leader.

The second part of the fieldwork, the semi-structured interviews is described below.

#### **4.6 The Semi-Structured Interviews: Pathways to the 6 Cs**

The LOOQ results suggest a poor correlation for both MYU and UKU with their respective GLOBE regional clusters of Southern Asia and Anglo in some domains. This suggests that the cultural assumptions made by GLOBE perhaps do not translate perfectly to academia, at least in this small study, in six of the nine cultural dimensions. In five of the six dimensions that show nonconformity, two relate to differences for the MYU responses, three are due to differences for the UKU responses and only one – Gender Egalitarianism – is a dimension with which both cohorts show nonconformity.

There are several potential reasons for this. First, the GLOBE study, while unquestionably profound, was published in 2004 using data generated in the previous decade (House et al, 2004). Thus, it may simply be that culture changes have happened over time and that this explains the variance. In other words, if the GLOBE study business leaders answered the same questions today there might be a stronger alignment between business and academic leaders. Section 4.5.4 raised

some interesting points recognised by the original GLOBE team between *practices 'as is'* and the *values 'should be'* (Javidan et al, 2006b) and it is not inconceivable that further shift has taken place in either or both.

Second, there may be sectoral issues with the business and academic communities unique within each sector and those issues at play. Of course, the interplay between sectoral and societal culture was charted by GLOBE (House et al, 2004) so it is difficult to delineate and would require further research into both communities to interrogate further. In the Literature Review, Section 2.5.1, Hofstede (1990) discusses the relationship between different levels of culture, and Figure 2.5 (Hofstede et al, 1990) helps illustrate the point. Based on this, it is unlikely to just be cultural or sectoral issues in isolation, but a combination of both. Whatever the exact proportion of influence, from this small study and without overclaiming, what has been identified is some interesting points which currently do not make sense within existing cultural scholarship.

In terms of the Gronn model the LOOQ Part 2 was useful in prompting respondents to start to consider their own life stories and, thus, to inform the semi-structured interviews. Results from the LOOQ indicate family rather than school as the primary socialisation factor, and suggestion of 'turning points' which align with the work of both Gronn (1999) and later Floyd (2012) and is consistent with the notion of key people as influencers. Furthermore, the LOOQ indicated some broad agreement on what a good leader is, and strong consensus on what they are not – 'Dictatorial'.

The singular purpose of this work is to hear the life stories of the academic leaders in order to surface some of the cultural influences on their leadership journey, and the semi-structured interviews were designed to do that. The LOOQ was very helpful in indicating that the academic leaders may not be the same as the GLOBE regional clusters would suggest and highlighting what socialisation factors have been important. Also, that there is some agreement with what leaders should be, and strong agreement with what they should not.

The LOOQ responses therefore informed the semi-structured interview questions and these were grouped to reflect the Gronn model of *Formation, Accession, Incumbency* and *Divestiture* (Gronn, 1999). This was also a convenient time-based manner of asking respondents to reflect on their lives and careers from the earliest to the most recent memories, as well as seeking their views on ‘what next.’ Questions within each group were designed to generate answers related to the Gronn research and the GLOBE theoretical frameworks, providing evidence for both, in the same manner as the questionnaire.

Using the Braun and Clarke (2006) recommended approach to thematic analysis, the interviews were analysed, and emergent themes identified. As those themes emerged it became increasingly clear that the important works of GLOBE (House et al, 2004) and Gronn (1999) were vital as the foundations on which to begin to interrogate leadership in Higher Education, but that a new framework was also emerging.

One of the contributions of this study is a different model of leadership ascendance in Higher Education that this work terms *The 6 C Ascendance to Higher Education Leadership*: Character; Capacity; Cultivate; Confidence; Clarity; and Calibre. This model is developed and presented in Section 4.6.7, below. The results of the interviews are structured underneath the nascent aggregate dimensions which emerged as themes from the process of thematic analysis.

These aggregate dimensions are the points that the participant academic leaders have offered as insights for what influenced them in becoming leaders. The influences are presented in a linear manner from early to most recent as this was how the interview was conducted, as a logical way to ask academic leaders to reflect on their history, but also because it starts to trace what the journey to leadership looks like, and the factors that influence(d) that journey.

It is now increasingly clear that a longitudinal phased description of leadership in Higher Education is out of step for leadership that is experienced as episodic. In this linear presentation, ‘Character’ is the first aggregate dimension building towards ‘Calibre’ but unlike the Gronn model,



for example, where this effectively ends a career, in an election system with a term of office this represents more an agglomeration of experience and expertise. Refer to Section 4.6.7 for further explanation.

#### 4.6.1 Character

It was striking how similar the responses were for both populations in terms of distressing, difficult or challenging starts to life. Whether it was being from a single parent family, taking care of siblings or simply coming from a poor or an educationally directionless background, the respondents' formative years were almost universally challenging, to greater or lesser degrees. Where parents were influential, it was about the potential of education to unlock opportunity to deliver their child from poverty. Of course, sooner or later, some respondents figured this out themselves:

M2: 'It's not picked up from a training course or workshops, it's from the **character** that shape you, you know?'

U10: 'I don't think I recognised at the time, but I recognise it now that actually access to learning gives people lots of opportunities in life. It certainly gave me lots of opportunities in life. And so, I wonder whether that kind of impacted on me in the past.'

*The Character dimension is defined as the importance of formative years, including the ability to break free from challenging early years in some cases. Ambition and resilience become apparent.*

It is composed of five second-order themes, of family and school influences in what Gronn describes as the *Formation* stage.

##### 4.6.1.1 Early Responsibility

The first is *Early Responsibility* where the death of a parent or status as the eldest child influences a more serious outlook earlier than expected.

For the MYU population, three of the population declared that they came from a single parent home after the death of a parent (M1, M4, M5). A further four explained that as the eldest they felt

they had additional responsibilities to be a role model and take care of siblings and the family generally (M1, M4, M9, M10).

M4: 'My mum passed away. Maybe more mature compared to the other children I'll say. Because I'm the eldest in my family so I have to take care of my sibling. So, I have to set myself as a role model for my sibling.'

#### 4.6.1.2 Parental Influence (Positive)

In some cases, *Parental influence (positive)* is available as a key influence, with the 'positive' encouragement to take education seriously as a route to self-improvement.

Parental influence was key for half, with active encouragement to take education seriously in order to better their own lives (M1, M3, M6, M8, M10, M12). For some it was because the parents themselves were unable to take part in education (M7).

M1: 'Our family is not rich so my mother keeps reminding us that the only way you can... I mean get a better life, improve your life, is through education, okay?'

For the UKU population, the parental influence to go to university was also evident for just under half (U2, U3, U4, U6, U9, U12, U14), although for some it was unspoken (U7, U13). It was clear that some parents were not equipped to be as supportive due to their own lack of higher education (U5, U8, U10).

U6: 'My parents were very clear with me from the beginning of secondary school, that they expected me to go into higher education.'

U10: 'And I come from a background where people, nobody had been to university or anything like that.'

#### 4.6.1.3 Teacher or Other Influence

*Teacher or other influence.* In some cases, parents are unable to encourage, or teachers or other sources, such as partners or popular media, become more important referents to drive motivation.

In some cases, parents represent a reverse role model where participants strive *not* to be like them.

In other cases, independent self-motivation became apparent (M2, M4, M9, M11). In one case, the death of a mother very early meant that teachers were a more formative influence (M5). Teachers were also influential in terms of revealing a subject area (M13).

M2: 'My parents do not have any education planning. I'm just going into the government school, and then I don't think they really know what to plan for me. Now, when you have no other planning, the best is to stay, stay in the school.'

M5: 'Especially primary school teachers that influenced me very much.'

For one MYU subject (M14), the influence sat outside expectation and was noted as developing from popular culture.

M14: 'Robin Williams in Dead Poets Society.'

In one case, parents were more a reverse role model as the respondent self-declared it to be a dysfunctional family and his wife became a more central family figure (U1).

U1: 'I'm not close to my family in that sense. I've been with my partner now, my wife, for very nearly 30 years. So, I suspect that she, from the earliest age, is a stronger influence on me than certainly my school and my parents.'

And in one UKU case (U11) it was the case that the teacher influence was more important in the early years.

U11: 'And this particular teacher argued for me . . . And that was crucial because it . . . enabled people to take the 11-plus exam which at that time was a selective examination for going to grammar schools.'

#### 4.6.1.4 Belief in Education

*Belief in education.* Education is available throughout life, and belief can materialise at any time, including later in life after a first career.

Others moved to PhD at a moment of change in their career (U5, following redundancy; U8, moving from FE; U11, to move into an academic career) or to progress their academic career (U4, U7).

U5: 'So, I thought right, okay, this is not going to work out, so I'm going to go for a PhD and then move on for an academic career.'

#### 4.6.1.5 Early Desire to Teach

*Early Desire to Teach.* For some, there is only one career they seek, and education is their clear vocation from the youngest age.

M10: 'I always wanted to be a teacher.'

The 'Character' dimension has much in common with Gronn's (1999) 'Formation' stage of leadership which includes family, school, and other reference group influences.

#### 4.6.2 Capacity

*Opportunities are either sought or given (in the latter case usually by a pivotal figure as leadership characteristics are spotted) but enthusiastically taken on and competently executed.*

'Capacity' or specifically the building of future academic leadership capacity, begins as the academic leader is 'talent spotted' and their leadership journey begins.

Talent spotting, in the form of scholarships or tip-offs for funding or otherwise becomes manifest in the lives of the respondents. They were provided the keys with which to unlock the opportunity of education, and the journey to leadership began. In a sense, the academic community reproduces itself by selecting the next generation.

M7: 'They saw that I did pretty well, okay, and before I left, the school offered me to continue PhD and a deal scholarship.'

U14: 'So, I managed to get a waiver for my Masters' fee at the UK Institution at Leicester Business School . . . once I was in the UK, I've met my kind of future PhD Supervisor.'

#### 4.6.2.1 Scholarship or Talent Spotting

*Scholarship or Talent Spotting.* It is often the case, certainly early in a career, that money is tight, and financial assistance is an important vehicle to carry even the greatest talent forward. Clearly, not everyone gets access to the same funds, and these are typically not advertised opportunities. Even if there is no financial encouragement, there may be other forms of encouragement to develop.

Many at MYU studied for their PhD funded by the Malaysian government under a bonding scheme which required either repayment, or work for a defined period of years to repay the loan, effectively guaranteeing an academic position at the end (M2, M3, M4, M6, M7, M11, M12).

M6: 'In all of these developing countries' scholarships scheme, they'll always bond you, meaning you'd have to come back . . . And pay back or return in terms of the service, they bonded me for I think about seven years that I have to literally finish it or else I have to pay.'

Clearly, talent-spotting was in evidence which means that some were encouraged to undertake PhD study from their Master's (M3, M4, M7). In one case it was converting an expert guest lecturer in faculty (M13).

M7: 'They saw that I did pretty well, okay, and before I left, the school offered me to continue PhD and a deal scholarship.'

For UKU, the majority were talent-spotted from their Master's (U3, U6, U9, U10, U14) into PhD study.

U6: "“You should think about applying for PhD programmes.”"

U14: 'So, I managed to get a waiver for my Masters' fee at the UK Institution at Leicester Business School . . . once I was in the UK, I've met my kind of future PhD Supervisor.'

#### 4.6.2.2 Caring Managers

*Caring Managers.* Clearly, managers have an influence and here it is at the earliest stage to either offer support, unblock obstacles, or otherwise encourage the academic leader onward.

M11: 'And because of him, I've become like him now.'

As capacity is spotted and brought into the academic community, the next stage is building on that capacity to create the academic leaders of tomorrow.

#### 4.6.3 **Cultivate** (Cultural Reproduction and Reinforcement)

*Leaders are inculcated into the academic community, usually informally, about norms and practices. This may be unofficial mentoring, buddying or other support for the nascent leader in higher education.*

At this stage the academic leader is already part of the academic infrastructure, albeit as a more junior member, and two groups working independently but together transform or 'Cultivate' the participant into the ways and means of the academe. In this way the next generation of academics is established and prepared for the future. Usually informally, colleagues or managers set and reinforce the norms of the academe. Here, the academic community effectively trains the next generation as to the values, attitudes, and culture of the university community in a highly efficient, and apparently global, form of cultural reproduction.

M11: 'He always encouraged the young, what we call the junior academics a lot, "This is what you can actually explore." And he gives advice and made me who I am and I'm really so happy to have him to be my mentor'.

U1: '...the people who brought me up as an academic.'

#### 4.6.3.1 Colleagues

*Colleagues.* Most academics will reflect that it is their colleagues, or their doctoral supervisors, who encouraged and helped them establish their credentials. In terms of influences, for both MYU

and UKU it was colleagues who were by some margin the most helpful at the start of their academic careers (M1, M2, M3, M4, M6, M7, M11 and M14; U1, U2, U6, U7, U9, and U10).

M3: 'All my seniors are very supportive.'

For others it was their PhD Supervisors who gave them encouragement (M8, and U3, U4, and U5).

M8: 'So when he told me that I have a talent, it really strikes me. I said, "Really?"'

U3: 'He was important because he was the man introduced me to the subject. My subject is consumer behaviour and he introduced me to consumer behaviour.'

#### 4.6.3.2 Inspirational Managers

*Inspirational Managers.* Inspirational and supportive managers also feature strongly in assisting the early academic to ready themselves to take on the mantle of leadership. Managers were important for a group of respondents as well (M9, M10, M12, and M13; U8, U11, 12, U13, and U14).

M9: 'my boss at Innovations Office kind of like, "Hey. You have a PhD. Let's not waste the PhD.'"

U11: 'So our background was similar. I think he saw something in me that was sort of reflected on what he'd done.'

#### 4.6.4 Confidence

*A substantive leadership role is achieved, normally applied for, and frequently follows a series of appointed or seconded junior leadership roles.*

Working hard, usually on their doctorate, paid off and opportunities started to become apparent either in terms of appointments to roles, or tip-offs for suitable jobs they should apply for.

M9: 'There was at that time a position for lecturers, so I applied for it and got the job. it was sort of like, you know, understood, that if were to come on part of my role will be to bridge.'

U13: 'He wasn't hugely convinced with me at that time, because he told me. But I got a research job managing his developing research centre that I went for and got it.'

The academic is now an established academic leader, with leadership in this thesis a widely encompassing notion including research leadership as well as other forms of leadership.

'Confidence' in their own sense of leadership is built upon two pillars.

#### 4.6.4.1 Progression: Tip-Offs or Appointments

*Progression: Tip-Off or Appointments.* Tip-offs to apply for more substantial jobs are made, or appointments where appropriate, which underpins the academic leader in their field and cements their membership of the academe. During early academic careers, tip-offs to apply for posts were noted by a number of UKU responders. This was not as evident for MYU academics as the government scholarship guaranteed them a job at the end of their doctoral study (M2, M3, M4, M6, M7, M11, M12).

At MYU there were a couple of tip-offs to apply for roles (M8, M9) but this was more widespread at UKU (U1, U3, U5, U6). Some at MYU applied to a private college for their first teaching post (M1, M5). In one case, an academic was appointed to his first teaching post at a private college (M10). One migrated over from an expert guest lecturer role (M13) while another moved across from a researcher role into faculty (M14).

At UKU, half applied for their first teaching post (U2, U4, U8, U9, U10) without a tip-off and one had a fortuitous meeting in the lift at a conference which led to his first appointment in 1999, at the institution he is still at (U7). Some at UKU entered via a research route either as a fellow (U11) or as a research assistant in a research institute linked to a university (U12 and U13), or by applying towards the end of PhD study (U14).

U13: 'He wasn't hugely convinced with me at that time, because he told me. But I got a research job managing his developing research centre that I went for and got it.'



#### 4.6.4.2 Religion

*Religion.* For some, the source of their confidence is consistent. It is expected that at this stage of their career they have ‘made it’, and more choices become available to them.

For two people, spiritual guidance was more helpful (M3 and M5).

M3: ‘I do some . . . prayers to seek what will be the best for my career . . . then God will guide you the things that the best for you. Then during that time when I was praying, it's come to my mind to choose [MYU], join [MYU].’

M5: ‘I will say that normally, I will refer to Buddha; that gives me a lot of guidance.’

#### 4.6.5 Clarity

*The leader now has the trust in their leadership role and clarity of what they want to achieve for themselves and their organisation. This is marked by genuine self-belief.*

At this point the leader finds self-confidence in their own leadership and clarity in what they wish to achieve personally and organisationally. This may be in what they perceive as a better institution or a better role.

M2: ‘I’m teaching stuff I’d like to teach, I’ve got time to do my research and I’m running the PhD programme. So, I’ve got everything.’

##### 4.6.5.1 Self-Belief and Responsibility: Clear ideas of what they seek as a leader

*Self-belief:* Now in charge of a research area or subject or other substantive leadership role, the academic leader has clear self-belief and knows what they want to do for themselves and their institution. They also now mentor and support more junior staff, either via doctoral supervision or other support as part of their responsibility to build the next generation.

U1: ‘I want to have a department and make it good and that requires time.’

As a recognised academic leader more choices are available to the participant, and they can make decisions about their own goals and those of the institution. From this point, they will themselves be preparing the more junior academics who are building their own ‘Character’ thus ensuring the

line of succession is continued. Here, the academic leader has clear self-belief and ‘Clarity’ in their own purpose, as well as awareness of their responsibility. This may mean moving to the next step of leadership.

#### 4.6.6 **Calibre**

*Now comfortable in their leadership role, the leader has the ability to reflect, adapt, and move on as desired.*

The final stage is where leaders are comfortable in their role, have achieved full agency, and have time to reflect, adapt and move on if they wish. They are also clear about what they do not want, and if a role changes, they are happy to move on.

U2: ‘I would argue I’m now at a stage where I don’t need to work. I’m doing exactly what I want to, I don’t... I mean, what I’m still enjoying and being excited by, I’m just carrying on doing what I’m doing now.’

Here the academic leader is in a position where day-to-day operational decisions are normally less pressured and teams working with them are largely built and trusted to move projects forward. This leaves some time for reflection where the academic leader can consider what comes next. This may be picking and choosing projects or research of interest, or possibly a further career move.

##### 4.6.6.1 Reflective and adaptive: Able to stay, on their own terms, or move on

M10: ‘I think I want to be part of university. I want to teach and guide. I would definitely not want to be driven by numbers.’

*Reflective and adaptive.* The academic leader views the landscape from the comfort of their achievements over time and can pick and choose what interests them next.

#### 4.6.7 Models of Ascendance to Higher Education Leadership

As discussed in the Literature Review, Section 2.4.5, models describing the journey to leadership specifically in Higher Education and considering cross-cultural factors do not currently exist.

There have been some pioneering reflections on leadership in Higher Education in the UK

explaining socialisation and identity as important factors in an academic career (Floyd and Dimmock, 2011), the notion of ‘turning points’ at pivotal stages of a career (Floyd, 2012) and reasons for taking on a named academic leadership role (Floyd and Preston, 2014, 2019). The work of Floyd has been an essential legitimising foundation for this current study to make further enquiries into leadership in Higher Education.

Aside from the contribution of Floyd and colleagues, there is a lack of research in this area, and journeys to leadership in Higher Education are usually considered by employing models designed for compulsory-level education (e.g., Inman, 2007, 2011). In her work, Inman uses the longitudinal framework of stages and phases as proposed by Day and Bakioglu (1996), Gronn (1999) and later by Ribbins (2003). These are discussed in the Literature Review, Section 2.4.6, Inman (2011) redevelops or ‘recontextualises’ the models for a higher education landscape, and her landmark contribution helps build understandings.

The need to ‘recontextualise’ the models designed for schools becomes clearer when considering the three totemic differences between schools and universities: scale, situation, and sequence. In terms of *scale*, schools have around 1000 pupils, with larger schools up to 2000. Universities are normally at least 10 times larger and frequently have 20000 to 40000 students. Second, the *situation* of schools means their singular direction is teaching and achievement of, in state education, centrally mandated national curricula. At university level it is about both research and teaching a curriculum that evolves over time with academic thinking. Finally, leadership *sequence* in school is usually a destination, and rarely will a headteacher step back into the classroom, more likely retiring or moving to a new career. In universities the fundamental academic responsibilities of teaching, research and administration remain as default and while the precise percentages may vary over a working career, a leader will quite normally step back into some proportion of teaching and research.

This work would thus argue that any longitudinal framework of stages or phases to leadership is no longer adequate to explain a journey to leadership in Higher Education which is episodic, as the

system of elections often makes it temporary, and frequently unwanted. In this work, across both populations of leaders, only one leader (U1) positively wanted to retain leadership. This is problematic when considering leadership in a linear fashion where achieving leadership is a destination rather than an obligation, and the central desire is to return to research and teach.

Questions such as preparedness for leadership become obvious, but so do those relating to culture. An unusual system of choosing leaders demands scrutiny. While considering this atypical context, in a new model, the influence of culture must also be considered to prepare an early first step into understanding leadership in Higher Education for the next generation.








The principal outcome from this study, therefore, is the *6 C Ascendance to Higher Education Leadership* model. This emerges primarily from the fieldwork, and builds on the leadership theory, and application of Gronn and GLOBE intellectual frameworks, in particular, to explain the cultural influences on the leadership journey in British and Malaysian Higher Education.

This model is a description of how Higher Education leaders ascend to leadership. It is developed from the data presented in this study, above, and describes what the journey to leadership looks like, and what factors influence an academic journey to leadership.

Table 4.14, below, visually represents how this model was derived from the qualitative data, which has been achieved via thematic analysis of the semi-structured interviews. First-order concepts, or direct quotations from the participants, were developed into second-order themes and then, in turn, to the aggregate dimensions which is the *6 C Ascendance to Higher Education Leadership* model.

This model provides two contributions. First, it describes the journey the academic leaders in this study have taken from their beginnings to leadership in academia within their unique cultural context. The words of the academic leaders have been used and interpreted and this descriptive interpretation forms the basis of this theoretical contribution to knowledge.

**Table 4.14.** Example Data Structure

<i>Aggregate Dimensions from thematic analysis:</i> <b>The 6 C Ascendancy to Higher Education Leadership Model</b>	<i>Second-order Themes from thematic analysis</i> 	<i>First-order Concepts from thematic analysis</i> 
<b>C</b> 	Early responsibility	‘My mum passed away . . . Maybe more mature compared to the other children.’ (M4)
	Parental influence (positive)	‘You don’t owe your parents anything except a good education.’ (U9)
	Teacher or other influence	‘My father . . . very dedicated but very demanding, which wasn’t great actually.’ (U2)
	Belief in education	‘My mother keep reminding us that the only way you can I mean get a better life, improve your life, is through education.’ (M1)
	Early desire to teach	‘I always wanted to be a teacher.’ (M10)
<b>C</b> 	Scholarship or Talent Spotting	‘The school offered me to continue PhD and a deal scholarship.’ (M7)
	Caring Managers	‘Sort of a manager who really took care of individuals.’ (U8)
<b>C</b> 	Colleagues	‘...the people who brought me up as an academic.’ (U1)
	Inspirational Managers	‘And because of him, I’ve become like him now.’ (M11)
<b>C</b> 	Progression: Tip-Off or Appointments	‘We’re looking for people who have come from good teaching organisations and you’re Head of Department of Accounting there. We thought you might be a good person.’ (U8)
	Religion	‘I will say that normally, I will refer to Buddha; that gives me a lot of guidance.’ (M5)
<b>C</b> 	Self-belief and Responsibility: Clear ideas of what they seek as a leader	‘I want to have a department and make it good and that requires time.’ (U1)
<b>C</b>	Reflective and adaptive: Able to stay, on their own terms, or move on	‘I think I want to be part of university. I want to teach and guide. I would definitely not want to be driven by numbers.’ (M10)

The second contribution is more practical in nature. If a relation between leadership journey and culture can be mapped, then this is something that can inform academic development into the future as a tool for strategic leaders to develop within their institutions. It is straying from the point of this thesis to develop this much more; however, understanding where academic leaders are on this scale can only be a helpful tool going forward.

It may also serve as a prescription for those strategic leaders in academia to make provision for leadership training at critical moments of academic careers. In addition to this model, it was also possible to map key responses and to provide visual representation of a journey to leadership in Appendix P – Leadership Continuum from Formation to Future.

#### 4.6.8 Summary of the 6 C Ascendance to High Education Leadership

This model has been presented in a linear manner because it was found that the academic leaders proceed through each of the stages describing their leadership journey as their ‘Character’ develops and opportunities present themselves, and are taken, for them to establish themselves and their credibility as an academic leader. Achieving ‘Calibre’ does not mean the end of their career, unlike the work of Gronn (1999) and others, in their ‘Divestiture’ stage, as Higher Education leadership is different due to the system of election and term of office.

‘Calibre’ here means choices for the academic leader, but this is not unfettered. The leader may still be ‘called upon’ to provide a substantive leadership or other role to the School, although as they may already have served more than one term in such a role previously, they may be better able to evade the call, or otherwise ensure it is on their own terms. As U11 perfectly summarised ‘I don’t have to be Head of Department again in this century.’

As the academic leader progresses through the stages in the model, they increase their own ‘Cultural Capacity’ and expect to support and cultivate the next generation of academics either in terms of doctoral supervision or other backing including access to funding, conferences, time, or money. Similarly, their academic ‘Influence’ builds, enabling them to choose which projects

should go forward, which research is important or not, and which academics have the potential, or aptitude, to move forward. See Section 4.9 for a description of this, and Figure 4.19 for a graphic illustration. Further discussion on the 6 C model is in Sections 4.8 and 4.9 below.

#### 4.6.9 Summary of Semi-Structured Interviews

The interviews produced a great deal of information that largely appears to corroborate the Gronn model in terms of early influences and the rise to leadership, although – as shown – the nature of leadership in academia is normally a temporary phenomenon. Significant people in all cases were pivotal in the first steps into academia, and helpful colleagues were a theme for nascent academics. Religion featured as a cultural factor for two MYU academics, but not for UKU.

The Malaysian government scholarship was a key route into employment for Malaysian colleagues, but being talent-spotted, often at Master's level by key academics (who often became doctoral supervisors) was aligned across MYU and UKU. Once in academia, appointments varied at different levels of career development across the two populations but, generally, UKU academics moved institutions more frequently in order to achieve the next stage of their career.

From this and the questionnaire data, it is possible to return to the Research Questions.

### **4.7 Returning to the Research Questions: Ascendance to Higher Education Leadership**

This chapter has moved from the original gaps in the literature which inspired the research questions and then the findings from the quantitative and qualitative approaches. The questionnaire and the interview responses from academic leaders in the UK and Malaysia were discussed and has led to one of the contributions from this study – the *6 C Ascendance to Higher Education Leadership*. This model was briefly outlined in the previous section and its development out of the primary data was traced. A full discussion of the model follows in Sections 4.8 and 4.9 below.

This section returns to the research questions and reflects on the responses to decide what this means for the existing theory. Finally, some implications for theory, method and practice for the future are suggested before some conclusions are reached.

#### 4.7.1 Research Questions 1 and 2: Leadership and Culture

Research Questions 1 and 2 are discussed together, before moving on to discuss Research Question 3.

**RQ1. To what extent does culture influence the leadership journey in Higher Education?**

**RQ2. To what extent does culture influence the leadership journey in Higher Education differently in the UK and Malaysia settings?**

Hofstede et al (1990) found that values were developed early and are usually stable by the time a youngster reaches the age of 10. Further, organisational practices happen in a process of socialisation in the workplace when values are stable. If this is correct, then all the academic leaders in Malaysia and the UK should share the same characteristics as their counterparts in the industry examined in the GLOBE study (House et al, 2004). In fact, the findings of this study are that there are significant variations in what the academic leaders articulated as their cultural leanings, in comparison to what would be expected if there was alignment with the business leaders in the original GLOBE study.

This raises several issues. Are Hofstede et al (1990) wrong in their presumption that culture or values are not largely settled by the age of 10? Or do cultural values continue to change throughout life? Or are members of the academic community distinct from their counterparts? Further research is required to attest to cultural values continuing to change over time, but the findings of this study do justify consideration of the academic community as distinct.

Leadership is a much-contested term, and this study dispensed with some of the arguments, such as the nuance of leadership and management, early on. What was of interest from the start was what made leaders want to lead? The definition of leaders within the study was broad and inclusive,



including both administrative and research leaders, with the baseline that some of their workload must be dedicated to a reasonably definable leadership activity.

Findings were that the academic leaders were mainly what Chan and Drasgow (2001: 495) define as ‘Social-normative’ and motivated by a sense of duty. Frequently subjects reported taking on the mantle out of a profound sense of duty but being most delighted to hand it back when it was done, perhaps perfectly encapsulated in U11’s “I don’t have to be Head of Department again in this century” assertion. In fact, U1 was the only outlier who did want to continue his role as manager as his term comes to an end: ‘I want to have a department and make it good and that requires time.’

This, then, largely supports the description that this study gives to academic leaders in Higher Education – they are reluctant amateurs who are poorly trained and often pressured to ‘stand for election’ perfectly summarised by U8: ‘At that point the Dean came and sat roughly where you are now and said, ‘We’re really upset you didn’t apply, because we thought you would do. Would you do it?’ And, as M12 notes ‘I didn’t apply obviously because I try to avoid holding this post. Because holding this post is not something that, you know, it will benefit you.’

Very few of what Deem (2000) notes as ‘career track managers’ emerged in this study which makes the drive to a managerialist culture incongruous despite the pressures of finance and metrics imposed upon Higher Education, worldwide. As Birnbaum (2004: 11) warns, the march to managerialism is fraught with danger as ‘institutions are likely to become less academic.’ Of course, it is important to remember that both MYU and UKU are research-intensive universities with huge pressures to publish. If the research looked beyond to newer, teaching-intensive institutions then these findings may be very different.

The traditional view of the journey to educational leadership is hard to apply to Higher Education, as academics, mostly in this study, seek to avoid the responsibility and distraction from their research. Leadership is not an end state to be achieved and is not attained in a linear trajectory. However, all the subjects have a life history to tell and the influences on their pathway to

leadership are illuminating. Many of the academics corresponded with what Shamir and Eilam (2005: 404-406) describe as 'leadership development out of struggle and hardship, leadership development as finding a cause.' Many of the subjects had a difficult start to life, and education was a clear pathway out of that. This was more noticeable in the MYU cohort, where constrained resources appeared more pronounced. Also, in many cases the impact of an absent parent. In many ways this was a key difference between the two leadership groups of MYU and UKU.

There was also a pronounced expression of the role of religion in the MYU cohort which was not proffered in the UKU cohort. The very fact that it was put forward as a factor by academic leaders in the MYU cohort demonstrates a point of difference that is itself interesting. At the very least it demonstrates a comfort highlighting religion as important, which is something that might be less expected in a UK context.

All the subjects described, in different ways, a dedication to education being a route to students improving their own lives. This was actually experienced by many leaders across MYU and UKU cohorts, but it was many of the MYU cohort that expressed the Malaysia government sponsorship that enabled them to access postgraduate study. Part of the arrangements for this was a 'bonding' system where they were expected to pay this sponsorship back through service as an academic.

While there was the option of simply paying back the loan, what was interesting is that none in this sample chose to. Indeed, many made specific mention of 'giving back.' This was not a duty to be avoided, but an opportunity to be embraced. While this did not undermine the passion of the UKU leaders to give back, it did reflect a subtle difference in culture, as the notion of 'bonding' in a UK context may be something less familiar, and possibly something to be avoided. The formality of the arrangements is at odds with the less formal expectation of giving back in the UK context.

The Gronn four-stage model defines stages of development from *Formation*, where schooling and family influences are strong, as they were in this study; to wider socialisation including media influences, and indeed one of the subjects found the Robin Williams character in the film 'Good Will Hunting' to be their inspiration for entering the world of teaching.

*Accession*, as leaders begin to believe in their own competence, was also apparent as, usually, colleagues helped the early academic learn their trade and begin to feel comfortable in the community and standing in front of a class or refining their approach to research.

*Incumbency* was probably only felt by some of the leaders, as participants often tended to uncomfortably evade the title of leader, despite the fact that it was made clear that this could be research leadership or more traditional administrative leadership.

Finally, arguably, *divestiture* was not a fit to this study, as only the two Deans talked about letting go. Most of the respondents described refining their duties to do more of what they wanted and less of everything else.

The *6 C Ascendance to Higher Education Leadership* model has therefore been developed to trace a path more comprehensively relevant to Higher Education. It is a detailed account of the real stories of ascension to Higher Education leadership, not based on conjecture, but grounded in data. It is also Higher Education-specific, in a way the Gronn study based on schools could not be, and thus builds more directly on the work of Floyd and others who have opened the field of enquiry into Higher Education. And, of course, finally, in a highly globalised world, it at last acknowledges the importance and inherent interrelatedness of culture in Higher Education which is largely ignored elsewhere.

#### 4.7.2. Research Question 3: Academic Sub-Culture

The final Research Question was:

***RQ3. What evidence is there of a shared academic sub-culture in British and Malaysian Higher Education?***

The GLOBE study ‘examine[s] culture as practices and values. *Practices* are acts or “the way that things are done in this culture,” and *values* are artefacts because they are human made and, in this specific case, are judgements about “the way things should be done” (House et al, 2004: vx.

Original Author's emphasis). Based on this simple summary of the substantial work of GLOBE, it is clear from this study that there is commonality in MYU and UKU between the way that things *are* done, be that as simple as, for example, rotating management positions every four years, and the way that things *should* be done, such as universal acceptance that proper time is set aside for research, across the MYU and UKU cohorts.

There appears to be, then, some 'surface' similarities across the two cohorts which may imply a cultural correlation, but does this actually merit further enquiry?

Yes. If findings are revisited for Non-Conformity across the GLOBE Dimensions of Culture, there were six areas of non-conformity (out of nine) based on the 28 academic leaders. For MYU, there was a higher-than-expected mean for Uncertainty Avoidance, features of which include more formality, scrupulous record keeping, moderating risk, and resistance to change. That could describe any university in the world today. Statistically, this was also by far the most interesting point of variance from the GLOBE (House et al, 2004) findings, where MYU and UKU stood together, and outside of what would be expected if they aligned with their business counterparts in the relevant GLOBE (House et al, 2004) country cluster.

Gender Egalitarianism at MYU was also lower than expected, implying fewer female authority figures, lower educational attainment for women, and little female decision-making. This was also a statistical divergence from the Anglo cluster for the UKU academic leaders. Notwithstanding both Deans being female in the study, reflecting on the relative number of female Professors and leaders in Universities worldwide, this aligns with the reality of Higher Education.

MYU Performance Orientation was above the Southern Asia mean. Here, too, the UKU academic leaders varied quite differently from their Anglo cluster. Is there any university that does not value training, competitiveness, and the importance of feedback to drive improved performance over time?

At UKU the mean was lower than the original GLOBE findings for Institutional Collectivism. There was a highly significant difference for MYU and UKU. Which academic does not operate largely independently of their university? Where targets and goals are set for the academic, they are largely personal, e.g., in regard to REF in the UK system or journal publication targets worldwide. Rewards and promotions are linked to this.

In-Group Collectivism was higher than the Anglo average for the UKU cohort. Again, duty is an important driver of behaviour, and the pace of life is slower. Duty to the student, to their subject and to their research is often overwhelmingly important to academics, and several of the cohorts chose an academic life over a business one to give them time to reflect and think.

Finally, Future Orientation was very different for UKU against what might be expected if there was alignment with the Anglo cluster.

What the variation from the cultural dimensions represents is twofold. First, the academic leaders in this study do not align with their business counterparts in the original GLOBE study. Second, where they vary in each dimension is different across the two cohorts, but this difference actually represents a definable commonality between the two academic communities. What this study would suggest, therefore, is that the academic communities share common features in both practices and values and may be called – at the very least – a sub-culture. How a subculture is defined is probably best articulated by Turner:

‘A subculture is a distinctive set of meanings shared by a group of people whose form of behaviour differ to some extent from those of the wider society. The distinctive nature of the set of meanings is maintained by ensuring that the newcomers to the group undergo a process of learning or socialisation. This process links the individual to the values of the group, and generates common motives, common reaction patterns and common perceptual habits. Distinctiveness is also maintained by the use of sanctions which are operated against those who do not behave in appropriate ways’ (Turner, 1971: 1).

As discussed in Section 4.6, above, there is an inherent interrelatedness between sectoral and societal (e.g., House et al, 2004) and various different levels of culture, including organisational

(e.g., Hofstede, 1990). Thus, while this study has found that academic leaders are different from business leaders in their same cluster, and there are similarities across the two populations of academic leaders, this emphasises rather than *de*-emphasises the importance of cross-cultural comparison. A claim could be made that academics share enough cultural similarities to be called a sub-culture, but not enough to disregard all other aspects of culture and simply state that an academic is a carbon copy of all others wherever they are in the world; any more than an engineer or a zookeeper will be completely the same. The entire point of moving on from the current models to the new model presented in this work is an attempt to explain the messiness of leadership and culture in Higher Education while acknowledging the inherent nuance.

Culture is important, and indeed this work has not interrogated the role of religion enough, for example, which was noted as an important factor for some of the MYU population. It was a volunteered response, and further research would explicitly ask that question, as well as the role of gender, which has also been underreported here, but which was the only common outlier in the quantitative part of the LOOQ. In the Literature Review, Figure 2.5 (Hofstede et al, 1990) helpfully demonstrates the influence of different levels of culture at different times and in different contexts as a kind of sliding scale, the influence changing over time.

Academia is different, and certainly the context of leading in academia appears very different than in compulsory education, but while this aspect seems quite dissimilar, this work has not enquired in sufficient depth to make claims more widely. In other words, sectoral influences are in evidence but not so much that other aspects of culture could be ignored. Academics are not a series of island communities marooned from the rest of the world. From this modest study, though, there does seem to be enough evidence to make a claim for a sub-culture, that may make them slightly more different as a community than an engineer or a zookeeper.

The two central, and interconnected, pillars of this sub-culture are proposed as:

- 1) **Belief in education.** Either developed earlier in life, usually as a result of circumstance or encouragement, or later in life, as a ‘way out’ or instrument to achieve. This is an aggregate composite of the ‘Character’ conceptualisation in Section 4.6.1 as socialisation is dominant.

M6: ‘You must study hard. You must make a difference in your life. You must get out of this vicious cycle.’

- 2) **Responsibility.** A deeply held duty to their subject, their colleagues, and their way of life. It is most manifest in their willingness to accept leadership as a burden to ‘give back’ but mostly, and most positively, in their developing succeeding generations of scholars. This is an aggregate composite of the ‘Confidence’, ‘Clarity’ and ‘Calibre’ conceptualisation in Sections 4.6.4, 4.6.5 and 4.6.6 as academic leaders achieve a position where they can themselves help the next generation move forward.

U1: ‘I want to have a department and make it good and that requires time.’

There are other attributes that could be considered part of this sub-culture, for example understandings around the importance of time for research, criticality of feedback and defending the academy against attack from bureaucracy, among others, but it is felt that these are secondary and may all be distilled into the above two principal characteristics that are universal and, therefore, present as the two nascent pillars of an academic sub-culture.

It is perhaps not surprising that these results have been found. Schein (2004: 1) explains that ‘leadership and culture are two sides of the same coin’ and thus the central observation of this thesis has manifestly recognised them both.

#### **4.8 Implications for Theory, Method and Practice**

‘The field [of education] has remarkably few useful benchmarks or parameters for examining the circumstances of leaders’ lives in relation to one another, and also in respect of the cultures and

societies from which they emerge.’ (Gronn, 1999: 31). It is this gap that this study has set out to contribute to with this research. Gronn (1999: 32) further asserts:

‘All leaders are born at a time which is not of their own choosing, and that they live for the bulk of their formative years and beyond in civil societies within nation-state boundaries in which they are socialised according to cultural assumptions and values which, once again, are overwhelmingly not of their choosing.’

It is the latter that links the frameworks of Gronn and GLOBE as both suggest that the leader is almost a ‘victim’ of the cultural context that they find themselves in. In a sense that is true in that they do align well with the Gronn four-stage model of development, and that cultural factors do impact them. However, neither group aligns particularly well with its own GLOBE country cluster. This does then imply that there may be an academic sub-culture that shares values and approach. Culture, particularly in terms of parental influence (positive and negative reinforcement) and circumstance of family (and teachers) do impact the leadership journey, in a remarkably similar way for the Malaysian and UK academics. There is an ambition, principally to move forward in their lives and better themselves for the future, but with an underlying morality which becomes more evident in later life. Although some did set out with an ambition to teach, it was simply beyond the experience and expectation of most to think in this way. And although many expressed a desire to ‘give back’ the opportunities that education had afforded them in their lives, this sort of laudable intent was not, and possibly could not reasonably be, apparent early in life.

There was variation in that three of the Malaysian cohort did express the importance of religion in their lives, something that the UK population did not. It may be, of course, that the UKU subjects did not mention it because, typically in the UK, religion is not normally discussed. However, in Malaysia, with its strong and proud multicultural tradition, where the three key faiths all have public holidays, MYU subjects may have felt more at ease discussing the subject. Further research will need to unpick this, and whether religion is actually more meaningful to UK academics, but just not discussed.



It is the great regret of this researcher that gender has not been fully discussed. There are obviously huge issues to contend with and, belatedly, this researcher has come to understand some of them. It was too late to incorporate them here, but a rich seam of data must be waiting for future researchers to uncover the link between gender and leadership in Higher Education. Most studies in this area deal with the most senior, institution-wide roles, and therefore work like this study, at the scale of school or faculty, would be helpful. This study reflects on M6, the Dean of MYU:

M6: 'I mean she was the one I remembered making sure stopping my grandmother from not allowing me to go to school. Because those days, you must remember, grandparents with no basic education would think you just need to go to school to be able to read and write and that is sufficient, time for you to go and work and serve the family back, bring food to the table.'

With the benefit of hindsight, further probing about whether not being allowed to go to school was more about gender than hard times would have been helpful, but as hard times were a feature across many academic leaders (both MYU and UKU) this was not explored. What is insightful is that in the quantitative part of the LOOQ both MYU and UKU perceived great inequality between the genders, yet no one mentioned gender in the semi-structured interviews. This could be because the academic leaders perceived this as such as an obvious issue; or because there were other issues they wanted to emphasise in the time they had. In any event, this factor provides an opportunity for further research.

In terms of the Gronn model, key people do appear at various stages of the lives of the academics, usually first at the point of Master's study where they are 'talent-spotted' and provided with scholarships or access to funding or support to enable them to move forward into doctoral study. This, again, was consistent across MYU and UKU academics.

UKU academics did have to move institutions more frequently, whether that was to seek promotion (either in terms of the institution, or job) whereas MYU academics tended to stay in

their institution. For MYU academics the appointment system was more central and therefore dependent on key figures of more relative importance as their career progressed through time.

What is also consistent with MYU and UKU academics is the centrality of choice in their career. Once they had ‘made it’ they were certain of what they wanted to achieve with their careers and into the future. For some it was advancement, for others retirement, but for all it was to do this on their own terms. In the vast majority of cases, it was to give something back to their country, or to their community, or to their discipline.

There was an underlying irritation about measures seen as potential distractions from their intended calling and these red lines were circumstances that they would move on from. It is clear that there is a sense of purpose that unites the academic communities in both contexts.

Using the GLOBE measures as a means of comparison, there is weaker evidence of a shared academic sub-culture, while the MYU and UKU populations do not align well with the relative country cluster. Therefore, academic sub-culture sits well outside the results achieved by the main GLOBE survey – of businesspeople – because they do not align, on the GLOBE measures, very well with each other, either.

However, GLOBE is one measure, and there are many similarities in the MYU and UKU populations, from the story of their childhood and formative years, to key people and educational environments. U1 talked about ‘...the people who brought me up as an academic’ and while other subjects did not use that actual wording, the sentiment was there. The academic communities of Malaysia and the UK ‘brought up’ the academics. In fact, this academic repopulation is dealt with explicitly in *the 6 C Ascendance to Higher Education Leadership* model, discussed in the next section.

In this same way, Gronn’s *Formation* stage actually lasts long after childhood into adulthood as the academic community reproduces itself by selecting talented people and drawing them into a

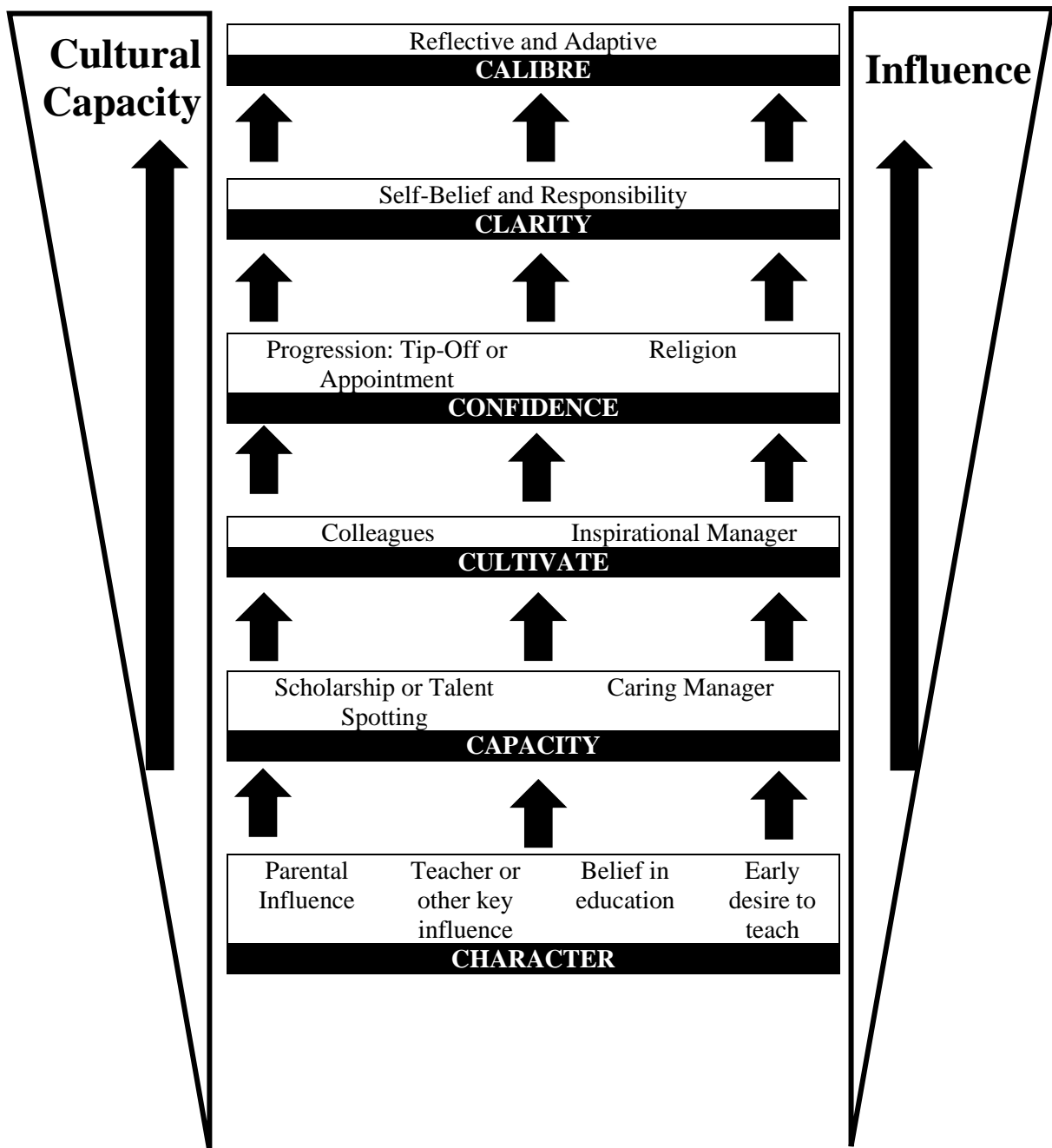
community which has its specific ideas, customs and behaviours. This is apparent, with some differences, in both Malaysia and the United Kingdom.

This research journey began with the author wanting to explore the GLOBE (House et al, 2004) study in the context of Higher Education, as he was still surprised that education was not one of the areas that House and colleagues chose to look at during their original research project. There is, of course, huge value in the GLOBE model, but in this small case-study research it appears to be of limited value in academia. It has also been more limited in its application to the leadership journey, although helpful with the antecedent influences.

In the practice of academic leadership, culture *does* matter. There are some differences between MYU and UKU but also some clear commonalities. There does appear to be a definable academic sub-culture.

#### **4.9 The 6 C Ascendance to Higher Education Leadership model**

The *6 C Ascendance to Higher Education Leadership* model (see Figure 4.19) is one of this study's unique contributions, but as a new model it is ripe for further testing to assess robustness and usefulness as a means of charting the leadership journey in Higher Education.



**Figure 4.19.** The 6 C Ascendancy to Higher Education Leadership model.  
Source: This Study.

The foundation element is *Character*, which of course involves learning how to behave from parents and others, so very much corresponding to Gronn (1999) as well as others who identify socialisation such as Floyd and Dimmock (2011). However, in this study, some of the leaders had difficult early years, some with early responsibilities, although they developed a belief in

education. While socialisation implies something being done to the respondents, this model suggests the academic leaders have more agency – even from a young age their *Character* was starting to build. As they ascend the model to leadership, they build their belief and confidence into *Influence*, and their cultural learning into *Cultural Capacity*.

The next stage is *Capacity* where the academic community seeks to reproduce itself into the next generation of scholars. Here the academic leaders are talent-spotted, given opportunities or access to funding, or have benefited from the intervention of a caring manager to make life a little bit easier.

Schein (2004: 2) explains this cultural repopulation thus:

‘Cultures begin with leaders who impose their own values and assumptions on a group. If that group is successful and the assumptions come to be taken for granted, we then have a culture that will define for later generations of members what kinds of leadership are acceptable. The culture now defines leadership.’

Some will depart the model at this point, but those who remain will be *Cultivated* as academic leaders who are guided into the ways of the academy, taking on board values, attitudes and culture and ‘becoming’ an academic leader as cultural reproduction culminates.

Agency returns to the academic leaders as they build confidence in their own abilities, have learned the way things work, and seek the next steps. Sometimes this comes to them in terms of a tip-off or an appointment, but the next phase of their career begins confidently. This has some relation to Gronn’s (1999) Accession stage.

The penultimate stage is *Clarity*, where confidence has bloomed into certainty of what they wish to do in their leadership, and the ability to move on to a better position or institution of their choice.

The final stage is *Calibre*, where academic leaders have the full range of agency at their disposal, alongside maximum Influence and Cultural Capacity. So, being in control means that they are able

to do the ‘day job’ while also reflecting and adapting. They are clear what they want to do, and what not, and are able to move on or out at their pleasure.

It may be the case that this model may have use beyond theory and be of practical assistance to those planning faculty moves into leadership roles and assessing how best to harness their research expertise and teaching excellence in a way that is useful for leading an element of the school. This leaves the academic all the better for having had the opportunity to follow their own direction rather than a wearying duty to be undertaken under duress before a return to the more fulfilling role they originally signed up to.

As Schein (2004) observes, culture and leadership are two sides of the same coin. In the same sense, it seems the MYU and UKU leadership in this study are two sides of the same coin. Their ascendance to leadership is laddered in the same way, cultural step by cultural step, as they climb the academic ladder. Building their own cultural capacity and influence as they rise, more choice over their own career become evident. These facets are observable in both communities.

*‘To what extent’* culture influences them is therefore evident at each step, and while there are surface similarities comparable within each step – for example, in the *Character* step – MYU leaders tended to come from a poorer background where *Parental Influence* stressed education as a way to improve circumstance, whereas for the UKU population the *Parental Influence* was nuanced towards expectation as a normal part of life’s journey. Sitting behind each cultural step are stories that reify cultural richness and difference, rather than making these redundant.

The GLOBE and Gronn models have been pivotal as instruments to access cross-cultural leadership and the career journey. This work has surfaced cultural similarities and differences, and some of that has become part of the *6 C Ascendance to Higher Education Leadership* model. All this has proved insightful and points to some areas of future research, discussed below and in the concluding chapter.

## **4.10 Limitations**

### **4.10.1 Lack of Prior Research in this Area**

One of the drivers for the author to start this thesis was a nagging irritation that GLOBE (House et al, 2004) had ignored education as an obvious (to this author) area for enquiry that is evident throughout the world. It seemed like a missed opportunity.

Only during the course of the literature review did it become apparent, and then quite shocking to the researcher, that universities in general, and Business Schools in particular, had seemed to side-step genuine academic enquiry. On one level, this could be forgiven if everything was working really well, but as this thesis has indicated, that is not the case.

Of course, universities are under increasing pressure to return ever-more information, but this does not absolve them from enquiry. When Business Schools sell programmes on leadership, it becomes a point of principle that they should open themselves more fully to enquiry on how they themselves are run.

With perhaps the sole exception of Floyd there has been no serious attempt to look at leadership in Higher Education, and none for Business Schools. This novice work, therefore, is a small first step and calls to students and researchers around the world to build on this.

### **4.10.2 Insider Status**

The author is a Business School academic who works with institutions in Malaysia. Clearly, all the Ethics protocols were followed to ensure appropriateness, but the author is an 'insider' as an academic and this may have played a part in how the academic leaders articulated what they had to say, as well as how the author interpreted and analysed the findings. This must be considered as a potential limitation to this study.

#### 4.10.3 Case Studies

The two case study institutions were selected to be as near as possible to each other in terms of reputation; and in the case of UKU was a Russell Group university and of similar prestigious standing for MYU. By definition, this makes them research-intensive and therefore only representative of an elite group of universities in each country. While this does not negate the findings, which are important in isolation and inform us of the academic leader journeys in each case, they are not generalisable. In addition, as research-intensive ‘traditional’ universities, their structure and operations are quite different from other institutions. For example, in more modern UK universities, management positions are often not rotated; which would change the context of this research quite considerably. Floyd and Preston (2014) did find differences between pre- and post-1992 UK institutions.

#### 4.10.4 Academic Leaders

The 28 academic leaders agreed to participate in this study, which may itself have impacted on the results as this self-selection may have a distorting influence on the results. As Shamir and Eilam, (2005: 406) note, a life history is constructed rather than remembered, and this may also influence what is heard as respondents potentially give a curated version of their lives, leaving out some pertinent information.

#### 4.10.5 Mixed Methods Approach

There are arguments against a mixed methods approach, which include epistemological and paradigmatic arguments (Bryman and Bell, 2015) among others. This study, perhaps arrogantly and ignorantly, rejects the assumption that research methods carry with them fixed epistemological and ontological implications, but recognises and respects that this is a lively area of academic debate.

To accept the paradigmatic position is to accept that quantitative and qualitative research approaches are themselves paradigms, which is itself a contested notion, and one that this work



also contests. If the two are not paradigms in themselves then they cannot be incompatible and integration of methods not superficial. However, the position of this study may be wrong, and it is important to remain open to further discussion.

#### 4.10.6 Quantitative Data

While the quantitative results are helpful in demonstrating trends and showing difference, it is important to remember that they are inferential statistics, based on ordinal data and a small sample. This has been elaborately conceded throughout this thesis.

#### 4.10.7 The Novice Author

Clearly the most important limitation on this work is the author. By definition he is an early researcher and, while confident of this work, it is plausible to suggest that a more experienced researcher may have approached this study differently which may have yielded different results.

### **4.11 Suggestions for Further Work**

#### 4.11.1 Build Upon this Start

The striking lack of research into university, and especially Business School, leaders and leadership is a surprising finding of this study and causes reflection about those who promote themselves as at the cutting edge of leadership thinking, but who are not in turn scrutinised.

It is clear there is a lack of research, even perhaps a reluctance to research, leadership in Higher Education, and this modest study should encourage others to continue the journey. Potentially future researchers could replicate this study either in different countries or in different types of Higher Education institutions.

#### 4.11.2 Addressing the Limitations of this Work

The limitations have demonstrated a potential weakness with those who agreed to be interviewed and how they responded. Therefore, based on this, any future research should look to a different

sampling approach. Also, verifying or consolidating responses, perhaps with work colleagues, may prove helpful.

In terms of methodology, the researcher deliberately chose to use the abridged Northouse version of the GLOBE questionnaire, and he stands behind that decision. With more time, as well as appropriate resources, it may be possible to use the full GLOBE questionnaire in any future exploration, and this may yield some additional and interesting data.

#### 4.11.3 Missed Opportunities

The researcher profoundly regrets the clear missed opportunity in the role of gender on leadership and would suggest an ethnographic approach to taking this forward in the future to develop this untold story of leadership in Higher Education.

The role of religion was mentioned by some MYU respondents, which was not probed more generally and may have been a factor for more of the MYU population, and the UKU population, so further research to explore this aspect of leadership is also suggested.

### 4.12 Summary

The key purpose of this thesis was to contribute to the area of leadership and culture in Higher Education. It has done so in an interpretivist piece of work seeking to make sense of the lived experience of academic leaders in the UK and Malaysia.

This study has gathered and analysed stories from academic leaders in Malaysia and the United Kingdom, who have provided rich empirical accounts of lived experience of life as an academic leader that begin to inform the next generation of research into this area. Here is an early launch point for discussing motivation to lead, in a context that provides every reason for not wanting to lead.

Culture influences the leadership journey in Higher Education, and to an extent similarly in both Malaysia and the United Kingdom. There is some alignment with the Gronn four-stage model of

leadership, although the link is stronger for the earlier two stages, and there is poor alignment with the GLOBE study, both in terms of each case's poor alignment with their relevant country cluster (i.e. Southern Asia for MYU, and Anglo for UKU) but also with each other.

There is evidence of an academic sub-culture with pronounced similarities in formative years and through key staging points in life that would suggest that academic communities select and train the next generation of academics in a manner that can be termed cultural reproduction.

Further research is required to test the usefulness of this study's *6 C Ascendance to Higher Education Leadership* model.

The next chapter concludes the thesis.

## CHAPTER FIVE

### CONCLUSION

#### 5.1 Introduction

The principal aim of this thesis was to surface cultural influences on leaders in Higher Education, and thus to advance understanding in this area. In particular, this work intended to build upon three key strands of thinking. The first is the GLOBE study (House et al, 2004) which explored the food processing, financial services and telecommunications industries across the world over the course of a decade, but which left out education as an area to explore in terms of cross-cultural leadership. Second, the Gronn (1999) career model of leadership, which is an established concept from which to chart the journey to leadership for headteachers and principals in compulsory education but had not been drawn upon consistently in Higher Education, or at all in a cross-cultural setting. Finally, the work of Floyd (2012) and other pioneers opened the field for the examination of Higher Education leadership for further scrutiny but had not extended to cross-cultural environments.

Business Schools are usually a key contributor to most universities' financial stability and, thus, academic leaders within Business Schools face internal pressure to support the bottom line as well as manage the external requirements of governments and agencies. The net result of poorly managed Business Schools has an effect not just on the faculty but on the students as well, and there is evidence of wider impacts in society as capitalism continues to reel from the 2008 financial crisis (Mabey and Mayrhofer, 2015) whilst universities apparently manage themselves in line with thinking that originated in the 1980s.

The importance of effective leadership in Higher Education Business Schools is therefore evident and, as providers of some of the foremost leadership thinking, it was pertinent to explore academic leadership within the context of Business Schools.

With the key ‘so what?’ question addressed, this chapter returns to the research questions that were introduced in Chapter One and identifies some pointers to future research opportunities, before concluding this chapter, and this work.

*Research Question 1. To what extent does culture influence the leadership journey in Higher Education?*

*Research Question 2. To what extent does culture influence the leadership journey in Higher Education differently in the UK and Malaysia settings?*

*Research Question 3. What evidence is there of a shared academic sub-culture in British and Malaysian Higher Education?*

## **5.2 Research Questions 1 and 2**

### **5.2.1 Return to GLOBE**

The first two questions will be considered together. Significant research had already explored cross-cultural aspects of business management, such as the GLOBE Study (House et al, 2004) and Gronn’s (1999) leadership career trajectory research, but neither have been applied to Higher Education.

In Table 5.1, below, the findings of this study are ‘ranked’ against the original GLOBE findings (House et al, 2004), which are discussed fully in the previous chapter, Findings and Discussion. They are ranked jointly, as an academic community of MYU and UKU combined, and then separately against their country cluster business counterparts from the original GLOBE study, which is the Southern Asia cluster for MYU and the Anglo cluster for UKU.

**Table 5.1.** Summary of Joint Difference Between Academia and GLOBE Original Findings: Significance Ranked

<b>GLOBE Dimension</b>	<b>Wilcoxon Signed-Rank Test MYU</b>	<b>Wilcoxon Signed-Rank Test UKU</b>	<b>Mann-Whitney U Test</b>	<b>Chi-Square Test</b>	<b>Standard Deviation</b>	<b>Academia Joint Ranking: MYU and UKU Combined</b>	<b>MYU Only</b>	<b>UKU Only</b>
	<b>MYU &amp; Southern Asia</b>	<b>UKU &amp; Anglo</b>	<b>MYU &amp; UKU</b>	<b>‘Greater’ or ‘Lesser’</b>	<b>Difference from the mean</b>			
<b>Institutional collectivism</b>		Highly significant **	Highly significant **	Significant result of 0.13 *		<b>1</b>		<b>=1</b>
<b>Performance orientation</b>	Most significant ***		Significant *		Largest for UKU	<b>=2</b>	<b>1</b>	
<b>Uncertainty avoidance</b>	Highly significant **		Highly significant **	Marginal statistical significance		<b>=2</b>	<b>2</b>	
<b>Future orientation</b>		Highly significant **		Marginal statistical significance	Lowest for MYU	<b>=4</b>		<b>=1</b>
<b>In-group collectivism</b>		Highly significant **				<b>=4</b>		<b>=1</b>
<b>Gender egalitarianism</b>	Significant *	Significant *				<b>=4</b>	<b>3</b>	<b>2</b>
<b>Power distance</b>						<b>7</b>		
<b>Assertiveness</b>					Lowest for UKU	<b>8</b>		
<b>Humane orientation</b>					Largest for MYU	<b>9</b>		

Notes:

1. Star (\*) significance values as described on page 112 of the Findings and Discussion Chapter and consistent with statistical norms.
2. ‘Academia Joint Ranking’ based on counting of the star significance across all values for MYU and UKU combined.
3. ‘MYU Only’ based on the Wilcoxon Signed-Rank Test results of this finding MYU versus the original GLOBE findings for business in Southern Asia.
4. ‘UKU Only’ based on the Wilcoxon Signed-Rank Test results of this finding UKU versus the original GLOBE findings for business in Anglo.

Sources: House et al (2004); this study.

It is important to remember that this is a modest study led by a novice researcher, compared against the findings of one of the largest studies of its kind ever undertaken, led by some of the world’s leading experts. Also, this compares the results of both cohorts of academic leaders against business counterpart leaders where it was expected that the two might align. This in itself may be

an assumption that some disagree with. However, this does not negate the findings, which are the voices of the academic leaders in this study speaking from Malaysia and the United Kingdom.

Without repeating the Findings and Discussion, there are several points of note. Firstly, there is consistency against the original GLOBE findings for businesspeople, for Power Distance, Assertiveness and Human Orientation, with the latter two showing lowest standard deviation – i.e. closest to the mean of the original findings. Therefore, it can be concluded that there is good alignment with this sample of academics in Malaysia and the United Kingdom, in comparison with the business community findings of the original GLOBE study (House et al, 2004).

As an academic community of MYU and UKU combined, the clearest and most significant point of non-conformity was Institutional Collectivism, which was also one of the joint first most significant for UKU. The joint second most significant point for MYU and UKU combined was Performance Orientation, which was also the most significant for MYU, and Uncertainty Avoidance, which was the second most significant for MYU. Also noteworthy was broad consensus on the Gender Egalitarian dimension between MYU and UKU, yet both being significantly different from their respective global clusters.

Once again, these inferential statistics based on ordinal data and a small sample must be considered cautiously; but cannot simply be dismissed. Overall, they represent a nonconformity for six out of nine GLOBE Dimensions of Culture (House et al, 2004) either simply, as demonstrated in Table 4.12 of the Findings and Discussion chapter, or using statistical tools as noted above. Using this alone, if this work reflects on the first two research questions:

*Research Question 1. To what extent does culture influence the leadership journey in Higher Education?*

*Research Question 2. To what extent does culture influence the leadership journey in Higher Education differently in the UK and Malaysia settings?*

then it is reasonable to posit that culture does indeed influence the leadership journey in Higher Education, and that this is of particular note using the GLOBE Cultural Dimensions (House et al, 2004) of Institutional Collectivism, Performance Orientation, Uncertainty Avoidance and Gender Egalitarianism. Regarding the second research question, there appear to be differences in cultural influences for Future Orientation and In-Group Collectivism between the UK and Malaysia settings. Both groups of academics agreed the notion of a 'Dictatorial' leader to be undesirable.

### 5.2.2 Return to Gronn

Gronn (1999) is one of the key writers in education who explicated the leadership journey for school headteachers and principals. In his concept there were four stages of Formation, Accession, Incumbency and Divestiture as the lifecycle of leadership spanned the time from earliest socialisation with family and school until the end of career with retirement.

The strongest correlation with the Gronn (1999) model was in the earliest, Formation, stage where 'Family' was noted as the most impactful element for both groups of academic leaders. There was also unity in identifying key people, which means the socialisation agencies and reference groups identified by Gronn do hold true for this sample of academic leaders.

There was also some correlation with the Accession stage as the leaders increase in confidence and rise to leadership, although this appears to relate better to the Floyd (2012) conception of 'turning points.' There was a poorer link with both the Incumbency and Divestiture stages, which made the model overall not a best-fit for Higher Education.

Indeed, it was found that a journey to leadership *per se* is incompatible with Higher Education as leadership is not a neat, linear journey starting as a junior lecturer and building towards leadership. Leaders have episodes of leadership, before returning, with some eagerness in most cases, to their substantive roles. With that in mind, leadership is not a linear journey with a beginning, a middle and an end, as in the Gronn model.



*Research Question 1. To what extent does culture influence the leadership journey in Higher Education?*

*Research Question 2. To what extent does culture influence the leadership journey in Higher Education differently in the UK and Malaysia settings?*

With reference to the research questions, culture does influence the leadership journey in Higher Education, with evidence strongest at the stage of Formation, when socialisation agencies and reference groups have greater influence. There is some influence at the Accession stage as well.

In terms of difference in the UK and Malaysia settings, there was mainly consistency across the academic leaders of cultural influences, most notably at the stage of Formation. Noticeable differences were in the more resource constrained early context of some MYU leaders, and in some cases also an absent parent, which made for a more challenging start. In addition, the role of religion was offered at MYU when not specifically asked, something not the case in the UK context.

Finally, the role of the Malaysia government sponsorship scheme, which system gives funds in return for a 'bonding' arrangement where academics pay back their postgraduate sponsorship via service to the state in higher education teaching. While that loan can be repaid and the bond released, none of the MYU cohort chose to do so, instead choosing to give back, rather than avoiding the service. This is an interesting divergence and raises the question of how a UK academic in the same circumstance would respond to the bonding system.

### **5.3 Research Question 3**

*Research Question 3. What evidence is there of a shared academic sub-culture in British and Malaysian Higher Education?*

Similarities in responses started to become apparent at the stage of LOOQ Part 2, when the qualitative part of the research became dominant. This is when the commonality of socialisation

agencies in terms of family and key reference group influence began to show a thread of evidence that eventually led to the *6 C Ascendance to Higher Education Leadership* model.

The Formation stage (Gronn, 1999), or what this work now refers to as the *Character* foundational stage of the *6 C Ascendance to Higher Education Leadership* model (see Figure 5.1), is pivotal, and it was reflecting on their early years that the academic leaders realised the importance of those influences. Indeed, one of those component themes of the *Character* dimension, *Belief in Education*, has been identified as one of the two pillars of shared academic sub-culture. While it stands in its own right as an element of *Character*, it also represents a fundamental transnational understanding among the academic leaders in this study. Whether it was realised early or later in life, it made a difference to the academic leaders, and this creates a commonly understood, and enthusiastically advocated, element of culture.

The second pillar of shared academic sub-culture was found to be *Responsibility*. This started to become apparent in parts of the literature, such as Bourdieu in *Homo Academicus* discussing the reproduction of the academy for the next generation, or Chan and Drasgow in their thoughts on it as ‘Social-normative’ and motivated by a sense of duty. Time and again academic leaders expressed their sense of duty, to their students, their colleagues, their subject, and the institution in the broadest sense – the institution of university – not necessarily their actual institution. This reflects the mistrust with which leadership in Higher Education is viewed, even by leaders. There is no doubt of their loyalty to Higher Education generally, and this manifests itself in wanting to ‘give back’ to maintain that way of life for the next generation, by bringing that generation on.

These two ‘pillars’ represent a theoretical construct that has been assembled by descriptive interpretation of the responses of academic leaders in the LOOQ and semi-structured interviews. They therefore form part of this work’s theoretical contribution to knowledge. Both are contained within the *6 C Ascendance to Higher Education Leadership* model with *Belief in Education* usually forming early, in *Character*, although this may come later in life with realisation or a change in career crystallising these thoughts. *Responsibility* manifests itself later, in *Clarity*, as the academic

leader has confidence or self-belief in their ability and feels the Responsibility to pass on the advantages that Higher Education has bestowed upon them, to the next generation.

There were points of difference that remained partly unanswered. At MYU some academic leaders noted religion as an influence, but this was not mentioned by any of the UKU cohort. This may have been because in the UK religion is typically avoided as a topic of conversation, but further research is required to assess the place of religious or spiritual belief on the leadership journey.

#### **5.4 The 6 C Ascendance to Higher Education Leadership model**

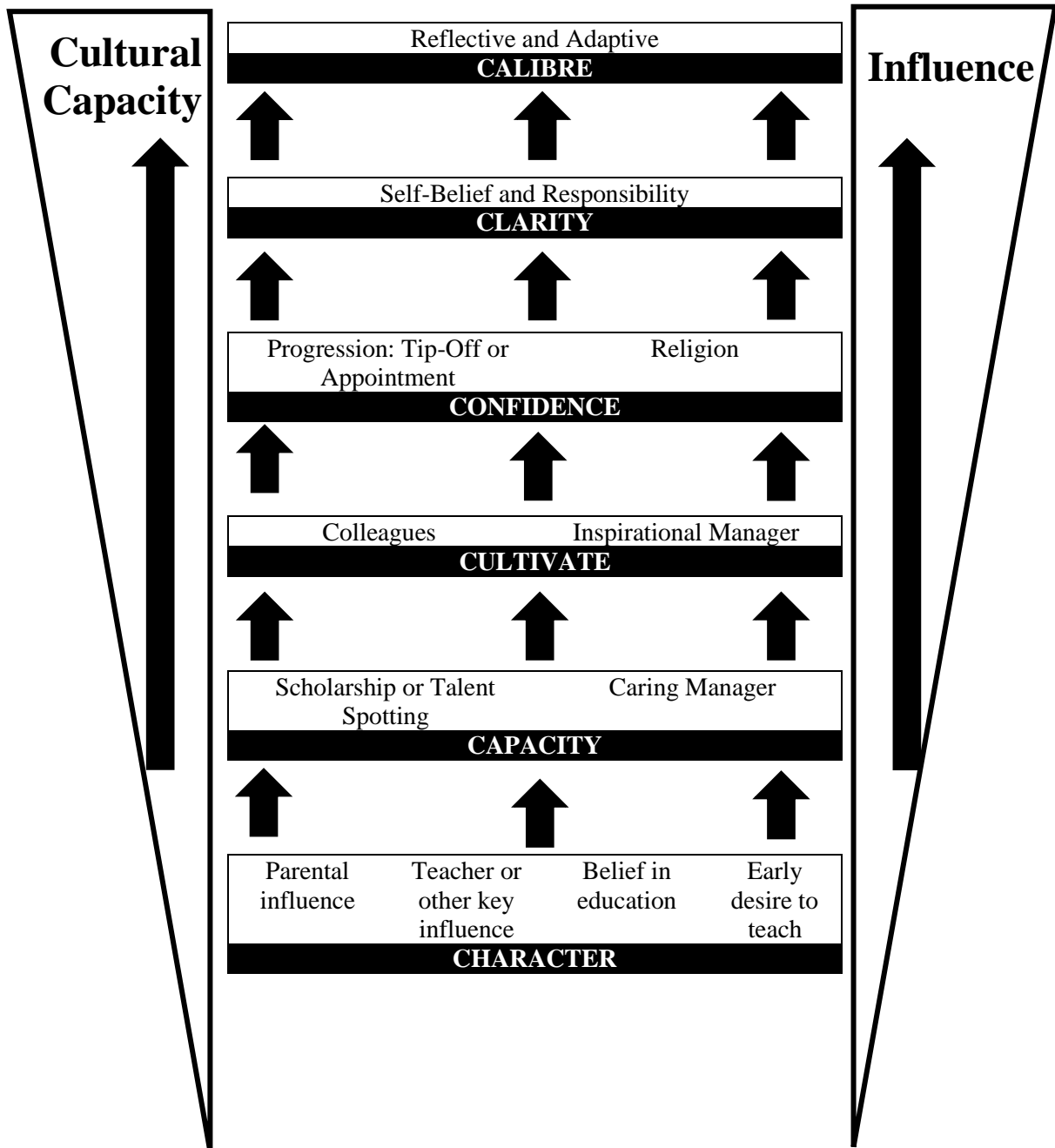
The key finding of this research is the 6 C Ascendance to Higher Education Leadership model (see Figure 5.1) which has been developed to explain the rise to leadership in Higher Education and, in so doing, filling the gap on the understanding of how leadership and culture interact.

‘Character’ is the foundational element and, while primarily including socialisation from parents and others, also indicates a strength of character – a resolve even – which was in evidence, clearly for those who came from poor or upsetting backgrounds, but noticeable for others as well. At the foundation of the model the academic leaders’ ‘Cultural Capacity’ and ‘Influence’ is weak, displayed at the small point of the arrow.

The second element is ‘Capacity’ which is where the academic leader is spotted and recruited by the academic community as it seeks to reproduce itself by creating the next generation. This may be in the form of financial help such as a scholarship or some other support, sometimes from a manager who is caring.

Where the academic leader remains, they start to be ‘Cultivated’ by their colleagues and managers into the way things are done. They are effectively trained into the values, attitudes and culture of the academic community over a period of time until these values and this culture become their own. As they become familiar with these traits, their ‘Cultural Capacity’ grows and, with it, their ‘Influence.’

Now a fully paid-up member of the academy opportunities starts to emerge alongside their ‘Confidence’ and a tip-off or an appointment to a role brings them into a substantive or more prestigious job.



**Figure 5.1.** The 6 C Ascendance to Higher Education Leadership model  
Source: This Study.

Now a leader in academia, they have 'Clarity' about what they have achieved and what they have to do next, for themselves, their subject, or their institution. This clearly means a responsibility to mentor the next generation of academics, and it may mean moving to a better role or institution.

The leader reaches their pinnacle at 'Calibre' where they are comfortable in their role, have time to reflect and adapt, and do much of their choosing. They are available, and may be called upon, for leadership roles, but are usually able to negotiate a package to make this worthwhile; for example, support for their research or followers. This is also a high point of 'Cultural Capacity' and 'Influence', as they will now be in the position and have time to spot talent and bring the next generation into academia.

## **5.5 Contribution to Knowledge and Practice**

Through the fieldwork and analysis, this work has surfaced new knowledge that contributes to the understanding of leadership in Higher Education. This is highlighted below, before some concluding thoughts are set out in the next section.

- I. Research into Higher Education leadership, and cross-cultural leadership in Higher Education, remains scant.
- II. There is consistency for Higher Education academic leaders against the original GLOBE findings for businesspeople, for Power Distance, Assertiveness and Human Orientation Cultural Dimensions.
- III. There is variance for Higher Education academic leaders against the original GLOBE findings for businesspeople, for Institutional Collectivism, Performance Orientation, Uncertainty Avoidance and particularly Gender Egalitarianism Cultural Dimensions.
- IV. There are differences between the UK and Malaysia Higher Education academic leader cohorts for Future Orientation and In-Group Collectivism Cultural Dimensions.

- V. Academic leaders in Higher Education share similar formative socialisation agencies and reference groups, primarily parents, and this element is consistent with compulsory education leadership literature, such as Gronn.
- VI. Academic leaders in Higher Education do not share the career journey trajectory modelled in compulsory education due to the typically episodic nature of leadership.
- VII. There is an academic sub-culture built upon the two primary pillars of *Belief in Education* and *Responsibility*, and both are integrated into the *6 C Ascendance to Higher Education Leadership* model.
- VIII. The leadership journey, incorporating cultural influences, is conceptualised in the new *6 C Ascendance to Higher Education Leadership* model which is composed of the sequential stages of *Character*, *Capacity*, *Cultivate*, *Confidence*, *Clarity* and *Calibre*.

The principal outcome of this thesis is the *6 C Ascendance to Higher Education Leadership* model which describes the pathway to leadership in academia, as defined widely by this work. Although not generalisable by design, it is expected that there may be circumstances where it may be possible to transfer this understanding to other settings, both to inform leadership practice and development in Higher Education with appropriately designed and timed opportunities, and to inform theory.

## **5.6 Summary**

Taking an interpretivist approach has enabled this work to explore the meanings of leadership and culture over time from the participants' viewpoints. The emphasis on context has helped develop an understanding of what it takes to become a leader. This study has deliberately emphasised the lived experience of the participants, and their interpretations of experiences. In doing so, it has been possible to begin to understand their own journeys, and it has been a deep privilege to do so.

This research is obviously small in scale, involving 28 academics from Malaysia and the United Kingdom, so there is no opportunity to generalise from these findings. Indeed, attempts at

generalisation would be against one of the fundamental tenets of interpretive research (Bryman and Bell, 2015). However, there may be some elements that may be transferable to colleagues in Higher Education.

This study has illuminated an area of leadership which has thus far been neglected. Early findings of this research were shared at the International Leadership Association Annual Conference in October 2019 (Carlton, 2019. Appendix Q).

Further studies of Higher Education leadership are recommended to enable comparison of findings from this study, as well as the exploration of key points identified within the study. Research recommendations include:

- Application of methodology to investigate academic leadership in other types of universities (e.g., teaching focused universities or private providers).
- Application of methodology to Higher Education providers within other global clusters to further investigate the influence of culture.
- An ethnographical investigation to consider the role of gender on leadership in Higher Education.
- An ethnographical investigation to consider the degree of importance religion plays in academic leadership journeys.

The final words of this thesis must be those of grateful thanks to the academic leaders who gave of their time so freely and generously. With honesty that was humbling and sometimes breath-taking they opened their life story to enquiry. Their insights have formed the very basis of the understandings that have informed and enriched this work, and it is hoped that this study has faithfully represented their journey. This author expresses his deep appreciation to them all.

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## **APPENDIX A**

### **Leadership Origins and Orientation Questionnaire**

# Leadership Origins and Orientation Questionnaire

**Thank you for agreeing to take some time to complete this questionnaire.** This questionnaire is about culture and leadership. Part 1 is made up of statements and you are asked to circle or **bold** the number that best reflects your response. There are no right or wrong answers, so feel free to provide your immediate impressions. Part 2 asks you for short answers to several questions. The whole questionnaire should not take you longer than 10 to 15 minutes to complete.

## Part 1 Questions

1. *In this society, orderliness and consistency are stressed, even at the expense of experimentation and innovation.*

Strongly disagree Strongly agree

1                      2                      3                      4                      5                      6                      7

2. *In this society, societal requirements and instructions are spelled out in detail so citizens know what they are expected to do.*

Strongly disagree Strongly agree

1                      2                      3                      4                      5                      6                      7

3. *In this society, followers are expected to:*

Question their leaders when in disagreement Obey their leaders without question

1                      2                      3                      4                      5                      6                      7

4. *In this society, power is:*

Shared throughout the society Concentrated at the top

1                      2                      3                      4                      5                      6                      7

5. *In this society, leaders encourage group loyalty even if individual goals suffer.*

Strongly disagree Strongly agree

1                      2                      3                      4                      5                      6                      7

6. *The economic system in this society is designed to maximize:*

Individual interests Collective interests

1                      2                      3                      4                      5                      6                      7

7. *In this society, children take pride in the individual accomplishments of their parents.*

Strongly disagree						Strongly agree
1	2	3	4	5	6	7

---

8. *In this society, parents take pride in the individual accomplishments of their children.*

Strongly disagree						Strongly agree
1	2	3	4	5	6	7

---

9. *In this society, girls are encouraged more than boys to attain a higher education.*

Strongly disagree						Strongly agree
1	2	3	4	5	6	7

---

10. *In this society, who is more likely to serve in a position of high office?*

Men						Women
1	2	3	4	5	6	7

---

11. *In this society, people are generally:*

Non-assertive						Assertive
1	2	3	4	5	6	7

---

12. *In this society, people are generally:*

Tender						Tough
1	2	3	4	5	6	7

---

13. *In this society, the accepted norm is to:*

Accept the status quo						Plan for the future
1	2	3	4	5	6	7

---

14. *In this society, people place more emphasis on:*

Solving current problems						Planning for the future
1	2	3	4	5	6	7

15. *In this society, students are encouraged to strive for continuously improved performance.*

Strongly disagree

Strongly agree

1                      2                      3                      4                      5                      6                      7

---

16. *In this society, people are rewarded for excellent performance.*

Strongly disagree

Strongly agree

1                      2                      3                      4                      5                      6                      7

---

17. *In this society, people are generally:*

Not at all  
concerned about others

Very concerned  
about others

1                      2                      3                      4                      5                      6                      7

---

18. *In this society, people are generally:*

Not at all  
sensitive to others

Very sensitive  
toward others

1                      2                      3                      4                      5                      6                      7

**Part 2 Questions**

**Thank you.** Please now answer these questions with a short answer – of no more than one sentence.

19. *If you had to select only one from ‘family’ or ‘school’ which has made most impact on your career – and why?*

20. *Is there, or was there, a key person who influenced your practice?*

21. *At what point did you feel you had the ability to move to a leadership position?*

22. *Please describe your vision of what an ideal leader is.*

23. *Please describe your vision of what an ideal leader is not.*

**Thank you.** I hope this proved interesting and look forward to our interview.

I hope you feel happy with the way this research has been conducted. If not, please contact the researcher, Joel Carlton, or in the event of this not being satisfactory, the supervisory team of Dr John Gibney and Dr Ben Kotzee.

Contact:

Researcher, Joel Carlton, Doctoral Student, [REDACTED]

Supervisor, Dr John Gibney, [REDACTED]

Supervisor, Dr Ben Kotzee [REDACTED]



## **APPENDIX B**

### **Northouse Dimensions of Culture Questionnaire**

## Appendix B

### Northouse (2016) Dimensions of Culture Questionnaire. Pages 459-461.

#### Dimensions of Culture Questionnaire

Instructions: Using the following scales, circle the number that most accurately reflects your response to each of the 18 statements. There are no right or wrong answers, so provide your immediate impressions. (The items on this questionnaire are adapted from the items used in the GLOBE studies to assess the dimensions of culture, but the GLOBE studies used five items to analyse each of the cultural dimensions.)

#### Uncertainty Avoidance

1. In this society, orderliness and consistency are stressed, even at the expense of experimentation and innovation.

Strongly disagree

Strongly agree

1            2            3            4            5            6            7

2. In this society, societal requirements and instructions are spelled out in detail so citizens know what they are expected to do.

Strongly disagree

Strongly agree

1            2            3            4            5            6            7

#### Power Distance

1. In this society, followers are expected to:

Question their leaders  
when in disagreement

Obey their leaders  
without question

1            2            3            4            5            6            7

2. In this society, power is:

Shared throughout  
the society

Concentrated at  
the top

1            2            3            4            5            6            7

### **Institutional Collectivism**

1. In this society, leaders encourage group loyalty even if individual goals suffer.

Strongly disagree

Strongly agree

1      2      3      4      5      6      7

2. The economic system in this society is designed to maximise:

Individual interests

Collective interests

1      2      3      4      5      6      7

### **In-Group Collectivism**

1. In this society, children take pride in the individual accomplishments of their parents.

Strongly disagree

Strongly agree

1      2      3      4      5      6      7

2. In this society, parents take pride in the individual accomplishments of their children.

Strongly disagree

Strongly agree

1      2      3      4      5      6      7

### **Gender Egalitarianism**

1. In this society, girls are encouraged more than boys to attain a higher education.

Strongly disagree

Strongly agree

1      2      3      4      5      6      7

2. In this society, who is more likely to serve in a position of high office?

Men

Women

1      2      3      4      5      6      7

### **Assertiveness**

1. In this society, people are generally:

Non-assertive

Assertive

1      2      3      4      5      6      7

2. In this society, people are generally:

Tender

Tough

1      2      3      4      5      6      7

### **Future Orientation**

1. In this society the accepted norm is to:

Accept the status quo

Plan for the future

1      2      3      4      5      6      7

2. In this society, people place more emphasis on:

Solving current problems

Planning for the future

1      2      3      4      5      6      7

### **Performance Orientation**

1. In this society, students are encouraged to strive for continuously improved performance.

Strongly disagree

Strongly agree

1      2      3      4      5      6      7

2. In this society, people are rewarded for excellent performance.

Strongly disagree

Strongly agree

1      2      3      4      5      6      7

## Humane Orientation

1. In this society, people are generally:

Not at all

concerned about others

1

2

3

4

5

6

7

Very concerned  
about others

2. In this society, people are generally:

Not at all

sensitive to others

1

2

3

4

5

6

7

Very sensitive  
toward others

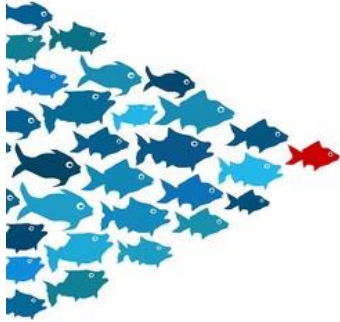
**APPENDIX C**

**Recruitment Advert**



UNIVERSITY OF  
BIRMINGHAM

# Your help requested for Research into influences on leadership in Higher Education



## Can you help, please?

I am a part-time doctoral student in the School of Education at the University of Birmingham seeking the help of leaders in the Business School to be interviewed for my research project.

## The study

I am interested in finding out your experiences of leadership in higher education and the journey to leadership in your life and career from lecturing to where you are today.

## About you

For the purposes of my research I consider a 'leader' to be someone who manages one or more programmes of study, organises timetables and who may, or may not, have line management responsibilities over lecturing staff. Colleagues who have more recently made the step from lecturing to leader are as welcome as more senior staff, such as Head of Department or similar.

## Why take part?

This may be an interesting opportunity for you to take some time out and reflect on your own life and career. It will certainly be of help to me in my doctoral studies and I can guarantee anonymity and confidentiality in line with University of Birmingham protocols.

## What can I expect?

If you agree to be interviewed by me I will first forward a short questionnaire for you to complete and return electronically. I can then Skype you at a time convenient to you. The interview will not take longer than 1 hour.

## The next steps

For more information or to organise an interview, please contact me, Joel Carlton, on [REDACTED] or [REDACTED]

Thank you.

**APPENDIX D**

**Participant Information Sheet**



# Participant Information Sheet

---

**Thank you for agreeing to consider being part of this research project.**

## **Background**

You are invited to take part in this research project, which is for my doctoral programme of study – Leaders and Leadership in Education Doctorate EdD – at the University of Birmingham. Before you make your decision, please take a moment to read the following information and do not hesitate to contact me if you require any clarification.

## **What is the purpose of the study?**

The aim of my study is to surface the influences in the life and career of academic leaders that brought them to lead. While every journey will be unique, we expect there to be common features that will become central to the findings of this project.

## **Who has reviewed the study?**

This has been submitted to the University of Birmingham Humanities and Social Sciences Ethics Review Committee for their approval.

## **Why have I been chosen?**

We invite your participation as we seek information from key staff who are in a position to reflect on their career journey, and recent move into leadership from lecturing.

## **What does participation involve?**

If you agree to be part of this project, we would ask you to first complete a short questionnaire and then take part in an interview, via Skype, lasting no more than 1 hour, reflecting on the influences in your life and career that brought you to the leadership position you occupy today. You will be given an information sheet with full details ahead of the interview via email with an opportunity to contact the researcher in advance to clarify any queries.

## **What will I get from this study?**

This may be an interesting opportunity for you to take some time out and reflect on your own life and career. If you would like, I can provide a summary of my findings for you.

## **Can I withdraw for the study?**

You are under no obligation to take part in this research, and can request to withdraw up to 4 weeks from the date of your agreement to take part. Any request to withdraw should be put in writing to the researcher whose details are provided below. Following your withdrawal from the study, any information you already provided will not be used in the analysis or final report, and any record of the data you provided will subsequently be destroyed.

## **What if there is something I am not happy about?**

If you have any concerns please contact the researcher whose details follow. Should you wish to make a formal complaint, please contact my supervisory team who will take the matter forward for you:-

Dr John Gibney, [REDACTED] and  
Dr Ben Kotzee [REDACTED]

**Good Practice and Research Quality**

All data remains confidential. To retain anonymity, individual names or identifying features will not be made available in any publication or to any other organisation or individual, and any reference made to participants will be via a numeric reference or to the interview number.

With your permission, the interview will be recorded and transcribed within eight weeks of your interview. If you would like to review a copy of the transcript for accuracy, please indicate this on the consent form.

**Feedback**

You may also request a copy of the summary findings of this report on the consent form. This will be sent to you at the conclusion of the study.

Contact:

Researcher, Joel Carlton, Doctoral Student, [REDACTED]

Supervisor, Dr John Gibney, [REDACTED]

Supervisor, Dr Ben Kotzee [REDACTED]

## **APPENDIX E**

### **Northouse Scoring Approach**

## Appendix E

### Northouse (2016) Scoring Approach. Page 462.

The Dimensions of Culture questionnaire is designed to measure your perceptions of the different dimensions of your culture. Score the questionnaire by doing the following. First, sum the two responses you gave for each of the items on each of the dimensions. Second, divide the sum of the responses by two. The result is your mean score for the dimension.

Example. If for power distance you circled 3 in response to Questions 1 and 4 in response to Question 2, you would score the dimension as follows:

$$3 + 4 = 7$$

$$7 \div 2 = 3.5$$

Power distance mean score = 3.5

## **APPENDIX F**

### **Interview Questions**

# Interview Questions

---

**Thank you for agreeing to today's interview, and for completing the questionnaires I sent you ahead of time.** May I just check if there are any further queries you would like clarified before I start? If not, may I take the consent form now?

**As you know I am interested in the influences on you as a leader in higher education.** I would be grateful if you were as open as possible in your responses and just remind you everything you tell me is confidential and will be anonymised.

## **Formative**

I would like you to cast your mind back and think about your earliest years.

- School, family, friends
- Mentors or peers?
- Any significant incident or person you remember?
- Anything from that time that you use today?
- Could you describe yourself then? [Values, attitudes, culture]
- Was there someone you looked up to at that time, someone you knew or perhaps someone in the wider world?

## **Becoming a teacher/academic**

I would like you to think about when you first became a teacher/academic.

- Why did you become a teacher/academic? (Drilldown motivation, drivers)
- Can you describe a significant incident or person from that time?
- Anything from that time that you use today?
- Could you describe yourself then? [Values, attitudes, culture]
- Could you describe your organisation then? [School v academic unit or discipline]
- Was there someone you looked up to at that time, someone you knew or perhaps someone in the wider world?

## **Developing a career**

At this point I would like you to think about the very next step in your career, and limit your answers to that time, if you don't mind.

- What was the next role that you moved to? [Career advancement or flexibility?] Please explain in detail how it happened – application or promotion?
- Can you describe a significant incident or person from that time?
- Anything from that time that you use today?
- Could you describe yourself then? [Values, attitudes, culture]
- Could you describe your organisation then? [School v academic unit or discipline]
- Was there someone you looked up to at that time, someone you knew or perhaps someone in the wider world?

## **Today**

I would like you to think about where you are today.

- How did you come to your current role? Please explain in detail how it happened – application or promotion?
- Can you describe a significant incident or person?
- Anything from the past that you use today?

- Could you describe yourself today? [Values, attitudes, culture]
- Could you describe your organisation today? [School v academic unit or discipline]
- Was there someone you looked up to at that time, someone you knew or perhaps someone in the wider world?

### **Tomorrow**

I would like you to think about 'where next' – what are your plans?

- Can you describe yourself in the place you wish to be in the future?

## **APPENDIX G**

### **Interview Questions Development from Theory**



# Interview Questions

---

**Thank you for agreeing to today's interview, and for completing the questionnaires I sent you ahead of time.** May I just check if there are any further queries you would like clarified before I start? If not, may I take the consent form now?

**As you know I am interested in the influences on you as a leader in higher education.** I would be grateful if you were as open as possible in your responses and just remind you everything you tell me is confidential and will be anonymised.

## **Formative**

I would like you to cast your mind back and think about your earliest years.

- School, family, friends (Gronn)
- Mentors or peers? (Gronn)
- Any significant incident or person you remember? (Gronn)
- Anything from that time that you use today? (Gronn/House)
- Could you describe yourself then? [Values, attitudes, culture] (House)
- Was there someone you looked up to at that time, someone you knew or perhaps someone in the wider world? (Gronn/House)

## **Becoming a teacher/academic**

I would like you to think about when you first became a teacher/academic.

- Why did you become a teacher/academic? (Drilldown motivation, drivers) (Gronn/House)
- Can you describe a significant incident or person from that time? (Gronn)
- Anything from that time that you use today? (Gronn/House)
- Could you describe yourself then? [Values, attitudes, culture] (House)
- Could you describe your organisation then? [School v academic unit or discipline] (House)
- Was there someone you looked up to at that time, someone you knew or perhaps someone in the wider world? (Gronn/House)

## **Developing a career**

At this point I would like you to think about the very next step in your career, and limit your answers to that time, if you don't mind.

- What was the next role that you moved to? [Career advancement or flexibility?] Please explain in detail how it happened – application or promotion? (Gronn/House)
- Can you describe a significant incident or person from that time? (Gronn)
- Anything from that time that you use today? (Gronn/House)
- Could you describe yourself then? [Values, attitudes, culture] (House)
- Could you describe your organisation then? [School v academic unit or discipline] (House)
- Was there someone you looked up to at that time, someone you knew or perhaps someone in the wider world? (Gronn/House)

## **Today**

I would like you to think about where you are today.

- How did you come to your current role? Please explain in detail how it happened – application or promotion? (Gronn/House)
- Can you describe a significant incident or person?

- Anything from the past that you use today?
- Could you describe yourself today? [Values, attitudes, culture] (Gronn)
- Could you describe your organisation today? [School v academic unit or discipline] (House)
- Is there someone you look up to, someone you know or perhaps someone in the wider world? (Gronn/House)

### **Tomorrow**

I would like you to think about 'where next' – what are your plans?

- Can you describe yourself in the place you wish to be in the future? (Gronn/House)

**APPENDIX H**

**Consent Form**

# Consent Form

---

**Thank you for agreeing to being to be part of this research project.**

I the undersigned voluntarily agree to take part in the questionnaires and interview on leadership in higher education which is being undertaken by a doctoral student of the University of Birmingham



• I have read and understood the **Participant Information Sheet** provided. I have been given an explanation by the researcher of the study, and of what I will be expected to do. I have been given the opportunity to ask questions on all aspects of the study and have understood the advice and information given as a result.



• I understand that any information which is collected during interviews will be stored in line with the University's strict guidelines, which protects the secure storage of all data in its original form for a period of 10 years (or up to 20 years where data is of major social, environmental or heritage importance).



• I understand that I can withdraw at the latest from the project within 4 weeks from the date of my agreement to participate and without needing to justify my decision. If I withdraw from the study, I understand that my data will not be used.



• In the event of needing to complain, I understand that I should contact, in the first instance the researcher, Joel Carlton, or in the event of this not being satisfactory, the supervisory team of Dr John Gibney and Dr Ben Kotzee.



• I confirm that I have read and understood all of the above and freely consent to taking part in this jointly funded study. I have been given enough time to consider whether I want to take part and agree to comply with the instructions and restrictions of the study as explained by the researcher.



• I confirm I understand that there will be an audio recording of the interview.



- I would like to be sent a copy of the interview transcript to review
- I would like to be sent a summary of the research findings upon conclusion of the research project

Contact:

Researcher, Joel Carlton, Doctoral Student, [REDACTED]

Supervisor, Dr John Gibney, [REDACTED]

Supervisor, Dr Ben Kotzee [REDACTED]

Name of  
volunteer  
(BLOCK  
CAPITALS)

.....

Signed

.....

Date

.....

Name of  
researcher

Joel Carlton

Signed

.....

Date

.....

**APPENDIX I**

**Application for Ethical Review ERN\_16-0991**

**UNIVERSITY OF BIRMINGHAM  
APPLICATION FOR ETHICAL REVIEW**

**Who should use this form:**

This form is to be completed by PIs or supervisors (for PGR student research) who have completed the University of Birmingham's Ethical Review of Research Self Assessment Form (SAF) and have decided that further ethical review and approval is required before the commencement of a given Research Project.

**Please be aware that all new research projects undertaken by postgraduate research (PGR) students first registered as from 1st September 2008 will be subject to the University's Ethical Review Process. PGR students first registered before 1<sup>st</sup> September 2008 should refer to their Department/School/College for further advice.**

**Researchers in the following categories are to use this form:**

1. The project is to be conducted by:
  - staff of the University of Birmingham; or
  - postgraduate research (PGR) students enrolled at the University of Birmingham (to be completed by the student's supervisor);
2. The project is to be conducted at the University of Birmingham by visiting researchers.

**Students undertaking undergraduate projects and taught postgraduate (PGT) students should refer to their Department/School for advice.**

**NOTES:**

- An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: [aer-ethics@contacts.bham.ac.uk](mailto:aer-ethics@contacts.bham.ac.uk). Please **do not** submit paper copies.
- If, in any section, you find that you have insufficient space, or you wish to supply additional material not specifically requested by the form, please it in a separate file, clearly marked and attached to the submission email.
- If you have any queries about the form, please address them to the [Research Ethics Team](#).

**Before submitting, please tick this box to confirm that you have consulted and understood the following information and guidance and that you have taken it into account when completing your application:**

- The information and guidance provided on the University's ethics webpages (<https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Ethical-Review-of-Research.aspx>)
- The University's Code of Practice for Research ([http://www.as.bham.ac.uk/legislation/docs/COP\\_Research.pdf](http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf))

**UNIVERSITY OF BIRMINGHAM  
APPLICATION FOR ETHICAL REVIEW**

*OFFICE USE ONLY:*  
Application No:  
Date Received:

**1. TITLE OF PROJECT**

"An enquiry into cultural influences on leadership in higher education: comparing the experiences of business school academic managers in Malaysia and the United Kingdom"

**2. THIS PROJECT IS:**

University of Birmingham Staff Research project   
 University of Birmingham Postgraduate Research (PGR) Student project   
 Other  (Please specify):

**3. INVESTIGATORS****a) PLEASE GIVE DETAILS OF THE PRINCIPAL INVESTIGATORS OR SUPERVISORS (FOR PGR STUDENT PROJECTS)**

Name: Title / first name / family name	Dr Tom Bisschoff
Highest qualification & position held:	
School/Department	School of Education
Telephone:	
Email address:	

Name: Title / first name / family name	Dr John Gibney
Highest qualification & position held:	
School/Department	Business School
Telephone:	
Email address:	

**b) PLEASE GIVE DETAILS OF ANY CO-INVESTIGATORS OR CO-SUPERVISORS (FOR PGR STUDENT PROJECTS)**

Name: Title / first name / family name	
Highest qualification & position held:	
School/Department	
Telephone:	
Email address:	

**c) In the case of PGR student projects, please give details of the student**

Name of student:	Joel Carlton	Student No:	
Course of study:	EdD Leaders and	Email	
Principal supervisor:	Dr Tom Bisschoff		

Name of student:		Student No:	
Course of study:		Email address:	
Principal supervisor:			

**4. ESTIMATED START OF PROJECT**

Date: September 2016

**ESTIMATED END OF PROJECT**

Date: January 2018



## 5. FUNDING

List the funding sources (including internal sources) and give the status of each source.

<i>Funding Body</i>	<i>Approved/Pending /To be submitted</i>
Not applicable.	

**If you are requesting a quick turnaround on your application, please explain the reasons below (including funding-related deadlines). You should be aware that whilst effort will be made in cases of genuine urgency, it will not always be possible for the Ethics Committees to meet such requests.**

## 6. SUMMARY OF PROJECT

Describe the purpose, background rationale for the proposed project, as well as the hypotheses/research questions to be examined and expected outcomes. This description should be in everyday language that is free from jargon. Please explain any technical terms or discipline-specific phrases.

The project is the central element of my thesis for my EdD programme of study in Leaders and Leadership.

The title of the project is *'An enquiry into cultural influences on leadership in higher education: comparing the experiences of business school academic managers in Malaysia and the United Kingdom'* and the aim of the study is to contribute to the understanding of leadership both in higher education as well as different cultural contexts.

First, participants will be sent the two questionnaires from The Globe Foundation website [http://globe.bus.sfu.ca/study\\_2004\\_2007](http://globe.bus.sfu.ca/study_2004_2007) (Form Alpha and Beta, attached) based upon the work of House et al (2004) to enable comparison with the original findings and identify anomalies.

Following this will be the use of semi-structured biographical interviews to inform a seminal journey to leadership model in education (Gronn, 1999) which incorporates motivations and experiences from a young age and reveal values and influences in later years.

Identification of motivations and influences are expected to be evident and relatable to the Gronn model following interviews. These results will then be interpreted to enable mapping to the GLOBE Societal Clusters as articulated by House et al (1999). The results of the interview will be compared to the results of the questionnaire. This is expected to show a high level of correlation with the national characteristics largely chiming with those found in industry by GLOBE. There is also expected to be a strong relationship between the two academic groups in what appears to corroborate Hofstede's (1990) assertion of organisational culture.

### Research Questions

1. How does culture influence the leadership journey in Higher Education?
2. How does culture influence the leadership journey in Higher Education differently in the UK and Malaysia settings?
3. What evidence is there of a shared academic sub-culture in British and Malaysian higher education?

These questions will inform the first empirical work in higher education of the GLOBE model (House et al, 1999), and comparative case study of the journey to leadership model (Gronn, 1999). Further, a framework, incorporating key elements of Gronn and GLOBE and Hofstede, to measure and exploit cultural richness across nations and academic subject areas would then be presented which should enable the identification and support of junior academic leaders in higher education.

## 7. CONDUCT OF PROJECT

**Please give a description of the research methodology that will be used**

This study will employ a case study design with junior managers in two example Business Schools. The sample will be based on purposive sampling and include twenty junior leaders at an example United Kingdom and Malaysian University Business School. It will not seek a gender balance, rather it seeks to identify post holders according to their role in the organisations.

The interviews will be in-depth, semi-structured and assess life history in order to gain rich insight.

Prior to interview subjects will be sent two questionnaires to provide direct comparison with the original findings of House et al (2004) as well as contextualising the interview responses in analysis.

## 8. DOES THE PROJECT INVOLVE PARTICIPATION OF PEOPLE OTHER THAN THE RESEARCHERS AND SUPERVISORS?

Yes  No

Note: 'Participation' includes both active participation (such as when participants take part in an interview) and cases where participants take part in the study without their knowledge and consent at the time (for example, in crowd behaviour research).

**If you have answered NO please go to Section 18. If you have answered YES to this question please complete all the following sections.**

## 9. PARTICIPANTS AS THE SUBJECTS OF THE RESEARCH

Describe the number of participants and important characteristics (such as age, gender, location, affiliation, level of fitness, intellectual ability etc.). Specify any inclusion/exclusion criteria to be used.

20 academics in junior management positions at both institutions.

## 10. RECRUITMENT

Please state clearly how the participants will be identified, approached and recruited. Include any relationship between the investigator(s) and participant(s) (e.g. instructor-student).

*Note: Attach a copy of any poster(s), advertisement(s) or letter(s) to be used for recruitment.*

Please find attached poster.

These will be distributed by X, at UKU Business School and by a former colleague, Y, at MYU Malaysia.

I will identify, from the website of both organisations, potential junior leaders and send them the poster as an invitation, copying in both academics noted above.

If participants consent, I will then send the participant information sheet.

## 11. CONSENT

**a)** Describe the process that the investigator(s) will be using to obtain valid consent. If consent is not to be obtained explain why. If the participants are minors or for other reasons are not competent to consent, describe the proposed alternate source of consent, including any permission / information letter to be provided to the person(s) providing the consent.

Please see attached Participant Information Sheet and Consent Form.

*Note: Attach a copy of the Participant Information Sheet (if applicable), the Consent Form (if applicable), the content of any telephone script (if applicable) and any other material that will be used in the consent process.*

**b)** Will the participants be deceived in any way about the purpose of the study? Yes  No

If yes, please describe the nature and extent of the deception involved. Include how and when the deception will be revealed, and who will administer this feedback.

**12. PARTICIPANT FEEDBACK**

Explain what feedback/ information will be provided to the participants after participation in the research. (For example, a more complete description of the purpose of the research, or access to the results of the research).

Summary of findings, on request if noted on the Consent Form.

**13. PARTICIPANT WITHDRAWAL**

a) Describe how the participants will be informed of their right to withdraw from the project.

On the Participant Information Sheet and Consent Form.

b) Explain any consequences for the participant of withdrawing from the study and indicate what will be done with the participant's data if they withdraw.

Following withdrawal from the study, any information already provided will not be used in the analysis or final report, and any record of the data provided will subsequently be destroyed.

**14. COMPENSATION**

Will participants receive compensation for participation?

i) Financial

ii) Non-financial

If **Yes** to **either** i) or ii) above, please provide details.

Yes  No   
Yes  No

If participants choose to withdraw, how will you deal with compensation?

## 15. CONFIDENTIALITY

- a) Will all participants be anonymous? Yes  No
- b) Will all data be treated as confidential? Yes  No

*Note: Participants' identity/data will be confidential if an assigned ID code or number is used, but it will not be anonymous. Anonymous data cannot be traced back to an individual participant.*

Describe the procedures to be used to ensure anonymity of participants and/or confidentiality of data both during the conduct of the research and in the release of its findings.

To retain anonymity, individual names or identifying features will not be made available in any publication or to any other organisation or individual, and any reference made to participants will be via a numeric reference or to the interview number.

If participant anonymity or confidentiality is not appropriate to this research project, explain, providing details of how all participants will be advised of the fact that data will not be anonymous or confidential.

## 16. STORAGE, ACCESS AND DISPOSAL OF DATA

Describe what research data will be stored, where, for what period of time, the measures that will be put in place to ensure security of the data, who will have access to the data, and the method and timing of disposal of the data.

Data will be stored in accordance with the University guidelines, guidance from the Research Council's UK, and Data Protection Act. This ensures the secure storage of all data in its original form for a period of 10 years (or up to 20 years where data is of major social, environmental or heritage importance).

**17. OTHER APPROVALS REQUIRED?** e.g. Criminal Records Bureau (CRB) checks or NHS R&D approvals.

YES       NO       NOT APPLICABLE

If yes, please specify.

**18. SIGNIFICANCE/BENEFITS**

Outline the potential significance and/or benefits of the research

This will be the first time that the GLOBE analysis has been used in a comparative higher education case study setting, and the first time that the Gronn model has been tested in a Malaysian context.

**19. RISKS**

a) Outline any potential risks to **INDIVIDUALS**, including research staff, research participants, other individuals not involved in the research and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap

b) Outline any potential risks to **THE ENVIRONMENT and/or SOCIETY** and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap.

**20. ARE THERE ANY OTHER ETHICAL ISSUES RAISED BY THE RESEARCH?**

Yes  No

**If yes, please specify**

## 21. EXPERT REVIEWER/OPINION

You may be asked to nominate an expert reviewer for certain types of project, including those of an interventional nature or those involving significant risks. If you anticipate that this may apply to your work and you would like to nominate an expert reviewer at this stage, please provide details below.

Name
Contact details (including email address)
Brief explanation of reasons for nominating and/or nominee's suitability

## 22. CHECKLIST

Please mark if the study involves any of the following:

- Vulnerable groups, such as children and young people aged under 18 years, those with learning disability, or cognitive impairments
- Research that induces or results in or causes anxiety, stress, pain or physical discomfort, or poses a risk of harm to participants (which is more than is expected from everyday life)
- Risk to the personal safety of the researcher
- Deception or research that is conducted without full and informed consent of the participants at time study is carried out
- Administration of a chemical agent or vaccines or other substances (including vitamins or food substances) to human participants.
- Production and/or use of genetically modified plants or microbes
- Results that may have an adverse impact on the environment or food safety
- Results that may be used to develop chemical or biological weapons

Please check that the following documents are attached to your application.

	ATTACHED	NOT APPLICABLE
Recruitment advertisement	<input type="checkbox"/>	<input type="checkbox"/>
Participant information sheet	<input type="checkbox"/>	<input type="checkbox"/>
Consent form	<input type="checkbox"/>	<input type="checkbox"/>
Questionnaire	<input type="checkbox"/>	<input type="checkbox"/>
Interview Schedule	<input type="checkbox"/>	<input type="checkbox"/>



### 23. DECLARATION BY APPLICANTS

I submit this application on the basis that the information it contains is confidential and will be used by the University of Birmingham for the purposes of ethical review and monitoring of the research project described herein, and to satisfy reporting requirements to regulatory bodies. The information will not be used for any other purpose without my prior consent.

I declare that:

- The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it.
- I undertake to abide by University Code of Practice for Research ([http://www.as.bham.ac.uk/legislation/docs/COP\\_Research.pdf](http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf)) alongside any other relevant professional bodies' codes of conduct and/or ethical guidelines.
- I will report any changes affecting the ethical aspects of the project to the University of Birmingham Research Ethics Officer.
- I will report any adverse or unforeseen events which occur to the relevant Ethics Committee via the University of Birmingham Research Ethics Officer.

**Name of principal investigator/project supervisor:**

--

**Date:**

--

Please now save your completed form, print a copy for your records, and then email a copy to the Research Ethics Officer, at [aer-ethics@contacts.bham.ac.uk](mailto:aer-ethics@contacts.bham.ac.uk). As noted above, please do not submit a paper copy.

**APPENDIX J**

**ERN\_16-0991 - Original Permission Granted by Ethics Committee**

Reply all | ▾ Delete Junk | ▾ ...



## FW: Application for Ethical Review ERN\_16-0991



Joel Carlton

Fri 23/03/2018, 09:01

Reply all | ▾

Sent Items

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**From:** Susan Cottam  
**Sent:** 25 August 2016 16:53  
**To:** Thomas Bisschoff; John Gibney  
**Cc:** Joel Carlton  
**Subject:** Application for Ethical Review ERN\_16-0991

Dear Dr Bisschoff and Dr Gibney

**Re: “An enquiry into cultural influences on leadership in higher education: comparing the experiences of business school academic managers in Malaysia and the United Kingdom”  
Application for Ethical Review ERN\_16-0991**

Thank you for your application for ethical review for the above project, which was reviewed by the Humanities and Social Sciences Ethical Review Committee.

On behalf of the Committee, I confirm that this study now has ethical approval on the understanding that the participant information sheet, consent form and topic guide for the focus groups are submitted to the Committee for approval when they are ready and before they are used with participants.

I would like to remind you that any substantive changes to the nature of the study as described in the Application for Ethical Review, and/or any adverse events occurring during the study should be promptly brought to the Committee’s attention by the Principal Investigator and may necessitate further ethical review.

Please also ensure that the relevant requirements within the University’s Code of Practice for Research and the information and guidance provided on the University’s ethics webpages (available at <https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Links-and-Resources.aspx> ) are adhered to and referred to in any future applications for ethical review. It is now a requirement on the revised application form (<https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Ethical-Review-Forms.aspx> ) to confirm that this guidance has been consulted and is understood, and that it has been taken into account when completing your application for ethical review.

Please be aware that whilst Health and Safety (H&S) issues may be considered during the ethical review process, you are still required to follow the University’s guidance on H&S and to ensure that H&S risk assessments have been carried out as appropriate. For further information about this, please contact your School H&S representative or the University’s H&S Unit at [healthandsafety@contacts.bham.ac.uk](mailto:healthandsafety@contacts.bham.ac.uk).

Kind regards

**Susan Cottam**  
Research Ethics Officer  
Research Support Group

Reply all | Delete | Junk | ...



University of Birmingham

Edgbaston B15 2TT

Tel: [REDACTED]

Email: [REDACTED]

Web: <https://intranet.birmingham.ac.uk/finance/accounting/research-support-group/Research-Ethics>

Please remember to submit a new [Self-Assessment Form](#) for each new project.

Click [Ethical Review Process](#) for further details regarding the University's Ethical Review process, or email [ethics-queries@contacts.bham.ac.uk](mailto:ethics-queries@contacts.bham.ac.uk) with any queries.

Click [Research Governance](#) for further details regarding the University's Research Governance and Clinical Trials Insurance processes, or email [researchgovernance@contacts.bham.ac.uk](mailto:researchgovernance@contacts.bham.ac.uk) with any queries

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**APPENDIX K**

**ERN\_16-0991 - Permission Granted for Larger Sample**

**From:** [Carlton, Joel](#)  
**To:** [Ben Kotzee](#); [John Gibney](#)  
**Subject:** RE: ERN\_16-0991  
**Date:** 18 June 2018 15:54:00

---

Dear Ben,

That is super, many thanks. I will go ahead and contact an extra 5 at each location.

All best,  
Joel.

---

**From:** Ben Kotzee [redacted]  
**Sent:** 18 June 2018 15:43  
**To:** Carlton, Joel [redacted]; John Gibney  
**Subject:** FW: ERN\_16-0991

Dear Joel and John,

We've got the go ahead to go from 20 to 30 participants.

All the best,  
Ben

---

**From:** Susan Cottam  
**Sent:** Monday, June 18, 2018 3:31 PM  
**To:** Ben Kotzee  
**Subject:** RE: ERN\_16-0991

Dear Ben

Sorry for the delay in getting back to you. The Chair has confirmed that he would be happy to accept this as a note to file.

Kind regards

Sue

**Susan Cottam**  
Research Ethics Officer  
Research Support Group  
C Block Dome  
Aston Webb Building  
University of Birmingham  
Edgbaston B15 2TT  
Tel: [redacted]  
Email: [redacted]  
Web: <https://intranet.birmingham.ac.uk/finance/RSS/Research-Support-Group/Research-Ethics/index.aspx>

Please remember to submit a new [Self-Assessment Form](#) for each new project.

You can also email our team mailbox [ethics-queries@contacts.bham.ac.uk](mailto:ethics-queries@contacts.bham.ac.uk) with any

queries relating to the University's ethics process.

Click [Research Governance](#) for further details regarding the University's Research Governance and Clinical Trials Insurance processes, or email [researchgovernance@contacts.bham.ac.uk](mailto:researchgovernance@contacts.bham.ac.uk) with any queries relating to research governance.

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---

**From:** Ben Kotzee  
**Sent:** 05 June 2018 16:50  
**To:** Susan Cottam  
**Subject:** RE: ERN\_16-0991

Dear Sue,

Yes, completely the same profile. Academics at Business Schools.

Our sites are one Business School in the UK and one Business School in Malaysia.

All the best,  
Ben

---

**From:** Susan Cottam  
**Sent:** 05 June 2018 15:47  
**To:** Ben Kotzee [REDACTED]  
**Subject:** RE: ERN\_16-0991

Dear Ben

I'd hope that we could do both of these as a note to file, rather than requiring a formal amendment. Will the extra participants all be of the same profile as those approved in the original application?

Kind regards

Sue

**Susan Cottam**  
Research Ethics Officer  
Research Support Group  
C Block Dome  
Aston Webb Building  
University of Birmingham  
Edgbaston B15 2TT

Tel: [REDACTED]  
Email: [REDACTED]  
Web: <https://intranet.birmingham.ac.uk/finance/RSS/Research-Support-Group/Research-Ethics/index.aspx>

Please remember to submit a new [Self-Assessment Form](#) for each new project.

You can also email our team mailbox [ethics-queries@contacts.bham.ac.uk](mailto:ethics-queries@contacts.bham.ac.uk) with any queries relating to the University's ethics process.

Click [Research Governance](#) for further details regarding the University's Research Governance and Clinical Trials Insurance processes, or email [researchgovernance@contacts.bham.ac.uk](mailto:researchgovernance@contacts.bham.ac.uk) with any queries relating to research governance.

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---

**From:** Ben Kotzee  
**Sent:** 05 June 2018 15:46  
**To:** Susan Cottam  
**Subject:** ERN\_16-0991

Hi Sue,

I hope this finds you very well.

Can I run a tiny little informal query by you before making a formal request for amendments to the above?

Our student Joel Carlton is doing this study ERN\_16-0991. The supervisor used to be Tom Bisschoff, but he's retired and I'm in the process of taking over. Should we now amend the application to show my name? I assume this is a fairly easy routine thing.

But slightly more difficult: what would be the easiest way to ask for a small increase in participant numbers from the original 20 to 30? Everything on the application would stay exactly the same. But we'd like to recruit slightly more participants.

Would a note to file do it and what would I have to do to make sure something like this goes through fairly easily?

All the best,  
Ben



**APPENDIX L**

**Coding Files - MYU**

	M1	M2	M3	M4	M5
	I came from a single parent because my father passed away at quite... when I was 13 years old.	I come from a small, I would say poor family. My parents do not have any education planning. I'm just going into the government school, and then I don't think they really know what to plan for me.	I would say my parents. They're orphans but they have a high passion of educating the people.	my mum passed away . . Maybe more matured compared to the other children I'll say. Because I'm the eldest in my family so I have to take care of my sibling. So I have to set myself as a role model for my sibling.	So, since young, actually I have the ambition to be a teacher . . .  my dad came from china, so his education level is very low, yeah, my mum pass away when I was only four-years-old.
	So I'm the eldest in my family and our family is not rich so my mother keep reminding us that the only way you can I mean get a better life, improve your life, is through education, okay?	So I'm just taking exam after exam and then stay in the school as long as I can. So I'm quite fortunate to be able to enter into university and after that, I have just no clue what to do because my result allowed me to have...apply for scholarships for post-graduates, so I give it a try and from there, I continue study and start finding my own interests and maybe my ability to delivery in research, so I carry on until my PhD.	Everyone thought whatever they read they come from the books should be shared.	I was 12 years old during that time. So I actually have to take care of my family because my father is working. So I have to take care of the family of, including me, four siblings. So because I'm the eldest one that's why....	So, there is- I will say that no model [inaudible 00:06:50], so my younger days was with my friends and then especially primary school teachers that influenced me very much.
	She can't even afford our education, so we have to study hard.	Now, when you have no other planning, the best is to stay, stay in the school.	So it's about sharing, about learning and also keep doing research to know things more and more.	I completed my undergraduate degree I was told that because of the good CGPA I can straight forward go into PhD and the PhD will only take about two years to complete. So I was thinking that okay, just another two years, why not?	Malaysia, because rural area, we'll say villages, in a small village is different from town area, in town, you can see the education- people are more educated but more individualistic, whereas in rural area villages, we help each other
	So after I completed my master's degree, so I have my first teaching job at a private college	fail once, but I give it another try for another city, and finally, I managed to enter a university which is [inaudible 00:05:53] obviously.	It's not about what you expect in terms of output. It doesn't matter.	I will just register and start my master's immediately after that because I was told that I have to register for master's first then within one year I can convert to PhD.	Because I feel that I was very lucky, a lot of same age children like my- especially girls, during 1980s, they may not have a chance to go for higher education, even secondary school, after primary school, they have to help their parents
	the pay and the working conditions are not really ideal. So the teaching workload is extremely heavy and then so the first college I joined actually was having some turnover, big turnover issues among the staff.	[Bond system] I finished my PhD in 2008 under the scholarship of this university, so I have to come back to serve until now, but actually, I have start teaching after my master degree, which is 2002.	Every subordinate, they have strengths.	And because of the scholarship and I've been bought here to service for seven years.	I am so lucky, why not I will help others, so to me, since young is like that easy, so it did my value also from that.
	I think one week maybe probably the teaching hours is more than 20 hours per week.	That was my first job teaching, then I... So I was in the private colleges or university for about two years before I study my PhD under these scholarships.	some of the people they may start they're planning well. But they may feel in term of action because that is not their strength. And some people they are not good in planning. But these people we call them, they are situational they should come to some certain thing. They just react in some factors. So because of this factor, they'll become situational leadership.	[Key figure] . I think it was due to her dedication to work. She's willing to answer to students' questions any time even after the lecture hours and even in the evening time if we visit her office she's wiling to accept us and willing to answer our questions.	to my dad, this is also a very good career [teaching]

	M1	M2	M3	M4	M5
	And then meetings, preparing, every weekend I don't have weekend. I work seven days a week. I still find that I'm running short to get my, you know? Short of time to get my lessons prepared and to me another big challenge is that during my time, our medium of instructions at the university is not English. It's actually Bahasa Malaysia.	So they are very inspiring since my first degree in my final year, I did a project with my supervisor and he's a very inspiring person. He statisticians, and my master degree, I have another supervisor who is also a statistician. She's also a statistician, graduated from US. My PhD, I attached to a younger professor at UM, also a statisticians.	So leadership is very broad. We cannot think that when we have a position, we are the one who make a decision. Sometimes we find that the subordinate have the solution but due to the system most of the time, we give credit to the leader.	[helpful colleagues] So those senior colleagues, they are quite willing to help me along the way. . . So I can actually get the input and support from the seniors.	I will say that my life is kind of like bitter and sweet, bitter in a sense that because I don't have money, I don't have a mum, other kids with- if I were to recall, during that time my mum passed away, I couldn't understand why a person pass away because I was only four-years-old, so it's kind of like, every day I was looking for my mum
	So then I got an offer from the former INTI college actually. So I was there for 1995 until end of 1999, about five years.	So I kind of have the opportunity to see how a different background of people working on my scope of research and that make me something...I have some different view on these scope of research.	First, you need to understand the situation. You need to understand your subordinate. And the line is very complicated. It's not about you quantify every decision making.	I'll say that I'm still learning along the way . . . I'm still continuing learning even though it's already six years of working.	My teaching started I will say, from primary school, so secondary school, I was giving tuition, I earn a little bit of money from that...
	mainly focused on teaching. In private colleges, the only concern is... the bottom line, they want to get a number of students as many as possible so the teaching workload is heavy.	We learned from success role model.	I just relied in the school so my result was not as good as the excellent student as they call it in Malaysia who get all the opportunities to study, make their scholarship.	So in terms of teaching and learning methods, there are many new things come in, now you have flexible education now, then we have like blended learning now.	Then when I came to university, I give tuition as well.
	Colleagues shared notes to be helpful.	I look back, now I can understand many kind of system in that university. They are more competitive, they may be more arrogant, the system can be more conservative.	I was employed in Intel, one of the best company in the world in Penang for one year before I further my study. So I started my study in diploma in banking.	[Promotion] My dean suddenly appoint me as a chairperson and I'm actually very reluctant professor at first, I was actually very reluctant to become chairperson.	[First job] part-time for one semester at one private college. Application.
	Switched topic halfway through PhD which slowed progress. Stopped work and continued full-time.	the career path in administrations...I'm talking about administrative, is by elections, so I... do not have any planning for that. So if I've been elected to take lead in my institutions or to continue be recruiter in the management team, then I will continue to maybe play some role in this management kind of...f	So when I start my diploma in finance, it's totally a new area for me.	I feel I'm maybe not up to the qualification yet because I'm the most junior among my colleagues and I have to take care of two sections and all the section members are senior than me.	[Second job] full-time at a different private college. Application.
	Tip off from Head of Accounting, now the Dean to apply and interview for a lecturer job.	So for me, I think I'm on the track to continuously improve myself as a perfect scholar.	So that I start to get the recognition from many people which I didn't have in my life achievement during my primary and secondary school. The lecturers come and greet me.	[Significant person appointing Dean]	Self-studied ACCA and set-up a company to do business to enable the ACCA recognition. Qualification enabled current job later on.
	The Dean was a key influencer and supporter.	Came to current university in 2008. under staff recruitment scheme. So we were...on the scholarship, we...it was actually fellowships to study PhD.	Then I further my study in Bachelor in Finance in one of the public university	[Support for new role] Honestly, I don't think so.	I will say that normally, I will refer to Buddha that give me a lot of guidance . . . I am not 100% that practice Buddha's teaching, so.
	Absorbed information from colleagues by observing their lessons, practice, good and bad.	[influential group of scholars] A group of scholar in my institutions, my degree institution, which is	MYU offered me a scholarship. They offered me a scholarship to study Master until PhD. So	But for myself, I don't know what is the correct path. And I ask many	I was holding the position as the head of programme for Australian programme for quite many years,

from

	M1	M2	M3	M4	M5
		UPM, they were very active in research.	there, even though I have offer to work in Central Bank of Malaysia, so also Petronas, then I do some spiritual, what do you call it, prayers to seek what will be the best for my career.	persons also, they couldn't tell me. So I have to trial and error	and then they knew that okay, I'm able to work with Australian, I get the things done and complains or whatever, also I was able to handle it, so they see my ability there, then they say, [In relation to Dean post] "Why not Tan Chin you give yourself a try and see whether you are able to cope with that?" so I say, "All right." and just pick up the position and see
	Promotions criteria linked to publications started early 2000s	So I think that finally opened my eye to research	Then you, then God will guide you the things that the best for you. Then during that time when I was praying, it's come to my mind that choose MYU, join MYU.	[Now] Still learning because still making mistakes. So still have to learn from my colleagues and also those, especially those senior because as I mentioned I'm the most junior one. So if there's any things that I may still need to learn from them and redo again. And sometimes really get scolded et cetera but I still have to take it.	I was able to lead because I have very good supports from my head of programme [staff member reporting to her]
	Focus on postgraduate student and publications	inside that two-year master degree training, we were exposed to this, I will say culture of publishing's and I think that culture stay on with me	My parents always say that we are poor if we have two banana, pass that one to someone. If we have, we give to someone who more needing to you. So that's how my parents teach me so.	[Influences] Not really one specific person but kind of a bit from different persons.	[Influential figure] retired lawyer who had a second job at the college after relocating back to Malaysia
	Second Dean was promoted from Chair of Accounting and asked her to take over Chair, she declined because of sabbatical.	early 2000, publishing culture, it was just starting, and many of the scholars in Malaysia are not really active in publishing, so the young people like me, when we are able to publish, we feel proud and a group of us who study in the same programme during their cohort.	Instead of borrowing knowledge, at the same time, we have to own the knowledge, our own knowledge which people always like to see from this perspective. Whereas most of the lecturer, they tend to use their books.	[Future] I think I'm quite comfortable with this job now, so in the future most likely I will still continue to be a lecturer . . . But maybe not as a Chair	you need to know procedures, because a lot of times its not- the things for you doesn't mean that you are not putting effort, you put in effort but you are not following the proper procedures, so she is the one that always reminded me,
	Ad hoc admin roles eg taking care of ACCA accreditation	I think all of us were very active in publishing, and most of us are very successful in this career until today. I would say a few if us already become the deputy deans. We even have a person become deputy vice chancellor.	[Support] all my seniors are very supportive.		To go for a more I will say, more official and formally
	Then third Dean offered the potential of being either research head or chairperson of accounting	we exposed to the same I think three to four scholars who actively publish. So we become the like research assistants. So this group of research assistant, more than 10 people, are quite successful.	The dean, the previous dean was having a succession plan when I'm one of the lecturers that come to lead the Islamic finance major.		I will say that is very challenging [time at second college as Dean] with less qualified students.
	She took up research head	I was solely focused on my research career. I have never thought of	So the first year what I did was I have a good support from my senior like Associate Professor Dr Nigel		[Learned as Dean] management skill, people skill, that communication skill . . . I have to get

	M1	M2	M3	M4	M5
		being in any administrative positions to be frank.	who was the head. So we were there together and other lecturers. So they give me the materials. They share all the, it's a shot.		a good staff, good staff in the sense that the lecturers are able to deliver . . . I have teach them how to teach, yeah, so share with them our experiences, ask them to come and observe my class, and then we have to go for class observation as well, give feedback, all this are very time consuming
	then my colleague took up the section head but I mean basically, the colleagues in the accounting sections are very nice so they support each other. So whatever he's not sure, I mean we will just share our workload. Because for a chairperson that is actually... we don't really need to make major decision.	...our focus is just to publish because we all know that to be promoted as a professor, you just need to publish.	I don't find myself too difficult to start my career into the lecture especially when I start my career in 2015.		I will put this way, but some lecturers, young, I will put this in experience, young lecturers, if they are willing to accept advices, they will change, what worries me and sometimes concerns me is they are not- they don't take it you know, they don't think that these advices, they feel that, "Wow, you are challenging my authority or my area that..."
	I prefer to teach and I think I perform better as a worker rather than a leader. So I mean if my leader assigned work to me, usually I work hard and do a good job, but I do not enjoy I mean leading people or allocating work to others.	I have funding, because I actively apply for research grant, so I continuously have a list of two research assistant to work with me	[Rapid promotion] I'm not sure how that the dean can choose me. I'm not sure. But she give me a big task and also responsibility and trust which basically....		very difficult to fire a worker in sense that once, same, yeah, so once you confirm the workers, then, wow, very difficult, yeah.
	But because I'm very senior in the section okay? So Mr. <b>Losch</b> was the chairperson for three years and he is actually doing his PhD so we know that well actually this will compromise his progress as a chairperson. So of course, when he said his term is over, I mean we do not... I mean I know that I have to take over from him.	So I think research grant is very important, as well as provisions and research assistant. It has to be together because I see some people have research grant but they cannot move. Some people have student but they cannot move because they just don't know how to put them together.	I will say to learn about the culture the first. Second about the technical things, the technical . . . the subject, allocation, the credit hours, the tutorial hours, allocation of the subject for the lecturers, all are new things for me.		[Takeover of college by American provider] improved a lot of sales and marketing staff, and suddenly we are having more than 10 times open day, so every Saturday, Sunday open days, so in terms of this, number one, culture shock, because a lot of lecturers, you just imagine three times open day in a year compared to now almost every month that...
	I think that this position is good for a junior who wants to plan for their promotion because this will enhance their CV and then this one of the important KPI.	I was not disturbed doing my own research. I think I appreciate that.	So I tend to be as a servant leadership in my position which I did not make decision most of the time during the meetings. I would like to get advice from all the seniors. Then even I make decision I will ask if you are in my position, what will be your stance?		[Move to current job] So it's not that I hate the job as dean of school, but I will like to develop myself in academic. [tax lecturer position became available after introduction of GST in Malaysia]
	Team works well together, supporting each other. I mean like for example, do designing curriculums, okay? So we can have	I was quite fortunate that I'm not being disturbed too much, because I'm not under the main stream of grooming generations for the school.	For example, what will be the implication of your decision for your syllabus for section level, for school level, which I cannot get bigger picture from that perspective. So		I already equip myself because I like taxation very much, yeah, so I took up tax paper in the ACCA . . . GSD licence . . . so I pass the test

	M1	M2	M3	M4	M5
	good sharing on what should be the future curriculum is like		for myself I would say that when I do this strategy then I can learn. Okay, from university basically what are the implication which I don't have all the ideas.		
	promotion is very slow for me because . . . I have not been given sufficient attention to build up my publication and spending a lot of time on my teaching preparation and then on helping my PhD students.	[Influences] mostly were in my research circle.	So most of the time, I will seek to their advice before the meeting. I meet them.		[significant person] experienced colleague who helped with the transition from franchise undergraduate teaching where everything is directed from the home university to standalone university
	I mean without a promotion I'm still doing well even without the recognitions.	Columbia Business School for six months.	Sometimes I feel myself that there are still a lot of complaints even though I do that. So I try to be open.		And also in terms of research, she is doing quite a lot research in accounting
	So of course I feel that I do not get the recognition but it doesn't really make me feel that I'm inferior. So if I can help others, I mean...	The knowledge gap is too huge because the training is so different. So that opened up my eye and I still yet to think how can that actually shape my attitude. It's just that I realised there's a bigger world outside and who are you competing with and why is there so...So I saw it, came back here, I know how far I cannot...those are the place I cannot reach, so I know that. So I'm more comfortably doing what I'm doing now.	I need to need to understand the character of each of my members who are this person and his expectation, I need to meet. And every each kind of [inaudible 00:27:11] have got 50 members in my sections.		I will say that they should be the consequences because it's not suddenly come up from nothing
	I have less than 10 years before I retire.	Current role Deputy Dean of Research.	basically, I'm holding a chair person for two majors, one Islamic finance and other one is for finance. Two different majors.		[describing today] I will say that there are still room for improvement definitely, especially in the research area
	I do not want to struggle so hard for my promotion. I mean if I do not like those kinds of things, I don't want to waste my life on those, I mean just to get the promotion. I believe that means before I retire I will get my AP because there's still a few years to go. So I want to do things that I'm more interested like I feel that I'm still more interested in my teaching.	the appointment... if you ask me why you been selected, I will say it's based on, number one, of course you have your research or academic reputations. Number two will be the . . . have to have enthusiasm when people seeking for help, you have to deliver sincerely...	But during the period, I will say that I'm the youngest in the school to hold the position.		MYU, I will say that encourage research, but I will say something lacking in MYU is industry partnership.
	[Organisation] Today, it is very KPI focused. Everybody is concerned about the ranking. To me, ranking of course we cannot avoid because we are in the games. But I do not want to sacrifice our future	this dean was in positions three years in...back in 2013 so when she is seeking my help to looking into school's research...because I was one of the few in the school that were quite active and success in research publications. So I help her	So that is one of the significant, what do you call it, given to my life when I hold this position.		I will develop my career and then I will take up PhD, because right now, I'm still lacking a PhD, yeah, so I will do a PhD in tax area, so I will see my development in the years to come.

	M1	M2	M3	M4	M5
	generation just because of the ranking.	in terms of analysing school research scoring for the university ranking.			
	But our places are very unique that if you give these places to international students, our local students do not have the opportunity. So I believe that I still want to take care of our own children even though we will suffer a bit on the ranking.	[Significant person] Dean.	[Dean is a key figure]		
	I will continue as an academic. It's just that is maybe my focus so I want to also develop my expertise for example to write some teaching resources or to collect some case study to develop more local resources so that I can actually use and share my experience and knowledge, mainly on the teaching path.	because management skill come from your...it's not pick up from a training course or workshops, it's from the character that shape you, you know?	even in my school, primary school, secondary school, even in my tertiary, people always tend to appoint me to be a class representative . . . So the dimension of the leadership it's been indirectly and directly viewed to myself.		
		in my primary school, I attached to some religious society and mainly it's a Buddhist society, so I was mixing with a lot of friends inside there.	I can see that my members can accept me. I have some confidence to give my opinion compared to first I developed, appointed to be a leader.		
		I learn a lot of good characters from my religious activity, associations, and not really practicing that for my...because I was raised up or that environment with friends, so we were exposed to Confucius values, Buddhist value, a lot of good values from different religions. That religion is not really a Buddhist religion, it's more kind of a mix of many good...	I have achieved a memorandum of understanding before my session with other industry such as banking institution which my teams are giving full support. And beside that my dean also help give me some opportunity to go and attend to workshops. So I feel that a leader should have a vision for their team which they can progress in their career.		
		they have good training for the young people. So we were trained to be humble, to be polite, to be...you know, so all these good things. But after my degree...yeah, after my degree, I decided not to attach to the society anymore. I still carry those character with me, so until today, I think that that do shape me as a person.	I don't want my successor to tell me to somebody else that the predecessor does not give anything to me . . . I have done the teaching plan, historical for, until 2014, who are the lecturer teaching for this, who are the lecturer who have been retired. So I have file for every year which I spend almost one week for this administrative work.		
		Position means a...as a elder boy in the family. Now, as a husband, as a father of two kids, as a supervisor of...I've graduated nearly 10 PhD.	And when you hold a position, a young lecturer, it's not proper to basically, to give so called direction		

	M1	M2	M3	M4	M5
		<p>As an employer of RA, generations of research assistants. So from all these position and now I'm...as a Deputy Dean, the last two year, I also become a lot of things</p>	<p>to the seniors. Because the seniors have been here for so long.</p>		
		<p>So from all these position, I learned different, different things, and that...of course, that will have a chemical effect, how I react to every challenges and...so that shape me, become the person I am today. But ultimately it's what do you want to be? That is the main directions. So along those shaping, basically, my goal is to become a scholar. To be a professor.</p>	<p>So I put myself as a contingency plan, Plan B. So I've been there basically to solve the problem rather than I need to ask people . . . Before you trouble other people, you trouble yourself.</p>		
		<p>While my ambition since my early training in my degree is to become a scholar, but now having in a positions for two year as administrator, I find that maybe I should give it a try.</p>	<p>And I believe that some of the people are in the boat and some of the people are out of the boat.</p>		
		<p>But I have a lot of options. As a scholar, we have the freedoms to chart your own career. If you want to be administrator, if you have some track record actually you can hope for this by, let's say, going out for some common for a smaller institutions, become administrators, things like that. .</p>	<p>[influential figure] former Prime Minister Mahatir Mohammad.  [Preacher] Then from his speech, I learned how to make a public speaking.</p>		
		<p>All [inaudible 00:36:44] elected. So I don't really have a clear direction on what I want to be, but at least, I want to become a scholar. Like given chance, if I am being elected or I'm being invited to take lead in some institutions, I might give it a try</p>	<p>[Former PM] Then I love to see the way he talk, the way he synthesise things. I have chance to work with him during my PhD journey when my supervisor closely worked with him for the financial crisis.</p>		
			<p>This thing it's just yourself and you, you mention that your enemy is yourself. That is your real enemy. To ensure that your success, you must take off your enemy from yourself. It means things that basically can distract yourself from moving to improve yourself. So that is your enemy.</p>		
			<p>You know, we're both coming from the poor family, if I blame my parents, if I blame the school, you</p>		



	M1	M2	M3	M4	M5
			won't succeed. But you say yourself what is your limitation that is your enemy. But you overcome your weaknesses to put your strength, you create opportunity then you will be successful.		

	M6	M7	M8	M9	M10
	<p>Malaysia back then was still very much a developing country. So like education, to give education to everyone, is a major task. Many would've not been able to go to school. Again, maybe I also came from that category of people. Without the government help, we'll not be able to even go to for our basic education, primary and secondary. Within in my family, I was the first, I'm the first to actually go to university. Even my parents were not able to finish their primary school. So at that point in time, you never dream of anything further than if you go to school, that's only a bonus. The fact that you're able to go to secondary school is a bonus.</p>	<p>my mum and my dad brought us up is pretty open for the environment in terms of thinking . . . the biggest influence is my mum . . . never have opportunity as women to go to school . . . promise to herself that all her children will have equal opportunity to gain education and knowledge</p>	<p>I was seven years old, my uncle who is a doctor – and we are very poor, we are kind of from a very poor family – he used to send us his clothes as a doctor . . . I have motivation to become a doctor . . . unfortunately, I couldn't go to the medicine line</p>	<p>My dad works and my mom works on shift. So, since a very young age, I've been entrusted with the keys to go home on my own . . . When I was about 15, my parents had to go to attend my cousin's sister graduation so I was left alone at home for two weeks. So since very young, I've actually been very independent.</p>	<p>Well, my mum was a teacher. And in my secondary years, I always wanted to be a teacher especially because I have an interest in language especially English, I wanted to, I mean at that stage my ideas was I wanted to teach something about poems</p>
	<p>I came from a broken family. I stayed with my grandma. My grandma actually brought me up, she was illiterate. My mother occasionally, once in two months will come and visit me. She kept saying, "You must study hard. You must make a difference in your life. You must get out of this vicious cycle."</p>	<p>it seems like there's always followers around me, either its naturally . . . when I was in primary school I already hold a position, managing and taking of others, and then high school, the same thing.</p>	<p>I want to do well in my studies because I come from a very poor family and my parents really encourage me to study. And they have mentioned to me one thing every time, "You can be successful, you can be successful." Any time I got poor grades they'll say, "You can become successful," so their powerful word has really motivated me to do well in my school exams, until high school, until I went to the university level.</p>	<p>I'm the eldest in the family of two. So, throughout the years, I've always have taken on the role of the big sister, looking after the brother and also of looking after the family. I've always done well in school. And throughout the various times in school, I was the class monitor</p>	<p>I think I was curious. I was also a bit frightened because we went through a lot of hardships as a family. And I do know what the term recession meant. Then due to the fact that we weren't a rich family so I kind of figured out very much early that if I don't make it here then my options would be very limited. Because when I was, I already started when I was like 15 doing my breaks, my school holidays. It's just to basically help up the family. So that kind of, and being the eldest and having two younger siblings, that kind of, it was impressed upon me at a very young age that this is, the situation you're in, you really need to pull up your socks.</p>
	<p>I mean she was the one I remembered making sure stopping my grandmother from not allowing me to go to school. Because those days, you must remember, grandparents with no basic education would think you just need to go to school to be able to read and write and that is sufficient, time for you to go and work and serve</p>	<p>I'm the type of person more task oriented, getting things done and life is too short so I don't want to think about that too much, I guess because my dad's lifestyle as well, you enjoy life at the same time you do what you're supposed to do you know, that's why he's a musician at the same he enjoy music, very much dancing, yeah, so I'm that kind of person, if you give me any task, you</p>	<p>[A couple of sports stars noted as influential figures]</p>	<p>[Moved from undergrad at Nottingham to a PhD at Loughborough]  [PhD] I was full time for the first three years then part time. And in my fourth year, my supervisor passed away in a car accident.  It was really, really shocking. It had a big influence and it sort of like</p>	<p>We were actually given a choice of going between the art stream and the science stream. And my father had this expectation of me in being in a medical line. So he said, "You just do that. Do the sciences and forget about the arts." Even though my interest was in the arts.</p>

	M6	M7	M8	M9	M10
	the family back, bring food to the table.	give me the deadline, I seldom ask for any extension, I just want to get it done, and my principal is always life is too short, there are many other things to worry about.		detracted my progress for quite a bit before another supervisor came on board, and then tried to get it through.	
	So she sort of planned for me. She said, "If you get a scholarship, if you're offered a boarding school opportunity, you shouldn't turn it down."	[Younger you] I enjoyed my life very much . . . because the environment that I was brought up that allow us to think, to speak, to say, to be honest regardless what you have done,	[In industry at Intel University] I was thinking maybe I should move to a real university. So I was pursuing my master's and my PhD, then I joined MYU. Which is near to us, Intel and MYU is very near. Then I came to know Professor Mohamed Sulaiman, my academic supervisor.	[Original studentship ended] It's an opportunity for me to explore technology transfer through another studentship. At that time, I converted into a part time because I was doing partly for the studentship on the technology transfer and finishing off my PhD. I work for a year in UK, came back, and then I was in MYU in the Innovations Office.	So I had to give up that. But when I went to sciences, I couldn't fit in because the sciences, many of the students in the science stream were more of the middle class at birth.
	So I was lucky because when the government had this programme to uplift the society, to give the disadvantaged group chances to get out of the vicious cycle, so I was selected based on my academic performance.	after my high school, I already left to overseas, I studied abroad, so somehow, that also influenced my thinking, yeah.	[Supervisor was the key influencer] So when he told me that I have a talent, it really strikes me. I said, "Really?" So I thought maybe then I should really join the real university. "You really have a talent," then I have the confidence to join because it's not easy moving from a private sector moving to academic.	my boss at Innovations Office kind of like, "Hey. You have a PhD. Let's not waste the PhD." And he got me in touch with the School of Management acting as a bridge between management and innovation. So that's how I ended up with a position at a school.	So in my family, we have the freedom of religion. Of course my father was Taoist, not a Buddhist, a Taoist. My mother was a Catholic, born Catholic. But we were given the liberty to choose.
	teachers at school at that time were talking about, "Oh you must put in a lot of effort going forward, trying to secure a scholarship, so that you're introduced to a new way of looking at things, you know, new education chance to, again, to pick you up."	I always look up to my mum and my dad . . . I always choose people who don't suppress my thinking, if the person try to tell me you have to conform to this norm or to this values or to this culture, I'm the kind of person who's a bit rejecting that kind of thought.	I applied. I went for the interview where there were 12 panel members.	There was at that time a position for lecturers so I applied for it and got the job. it was sort of like, you know, understood, that if were to come on part of my role will be to bridge.	So [school] it was run by the brothers. I wouldn't say that they were maybe great models. So whilst we might not admire them at that time, we were basically shaped by them in terms of how they run the school and everything else. So we admire their work. I mean as a child, I mean as a student, I admire what they did but not necessary by the people within the, yeah.
	I was very motivated and I thought, oh yes, if I can do things right, I would like to do this thing right and to be able to, since I'm the eldest, to be a role model for my siblings.	[Signed up for MBA and then] they saw that I did pretty well, okay, and before I left, the school offered me to continue PhD and a deal scholarship	[Persistent] I was successful, but the salary range is very low compare to the private sector so I reject it, I declined. Then after another year, I tried again. I tried again and at that time, there was a revision in salary by the government service so I applied again, but I was rejected. Then I tried one more round after... It's not really taken too long; I think maybe after two months that I tried again, I came for interview and then I got it.	This is my third so two... about two years in when the Dean come on board on her second term. She started to restructure ... the school. ... Creating posts... that she'd think is necessary to bring the school to the next phase. ... I was then kind of like take on board to be the Quality Assurance Manager.	This one is from family. I think it's basically making sure that we'll be or I or my family, if I do ever have a family of my own will not fall back with that kind of situation.
	Because teachers those days in Malaysia were very much different	I quit the job, I came here, and then went to Australia to further my	[A couple of senior colleagues helpful in shaping practice in terms	[New academic] It is not easy coming into an academic world.	So I left and thought the idea of teaching because that was my

	M6	M7	M8	M9	M10
	breed of teachers than you see now, they're very passionate, they're very patriotic, and they were eager to push their pupils to change for the better.	study and finish it off very good, I got an outstanding performance thesis . . . so I finish on time, I came back straight away, I joined and become a lecturer, a year after that, I became the deputy dean.	of concentrating on an area of interest for research, as well as being known as a capable person.]	From the industry coming in here, it's really different. So, these are the three people who actually guide me along the way, as well as giving me advice on research possibility, if I'm down, how to get out of it, how to build myself up...	earlier passion. So having acquired my Master's and my first degree, thanks to my former boss, he gave me, fortunately he asked me to move so I moved. There wasn't so much of a choice but having expressed my intention to teach, I was more or less moved to teaching. [from a marketing role]
	I was working in this company and find life is good . . . . But I've always find something else is missing because when I look back, the job that you do is only between you and your job and whoever that deals with it, beyond that, I've no scope and room for further contribution.	[After one year] They promoted me first to the chairman of industrial and community network.	[Supervisor offered key advice] "You must try to read as much as you can. Don't stop reading. Don't stop your learning so your roots must be strong. If your roots are strong, then your tree the branches become stronger, and then you can see the fruits in another 5 years or 10 years from now."	It's very much of a learning curve even up to today, I'm still learning from what I did last semester because each time... The materials might be the same but working with students are different.	[support from colleagues] I think it was my colleagues that were there. Because I really had good working relationship with them. And so I had a lot of support from my dean, from the dean of our school that time and also from my friends.
	I remember when I was 16 years old, I decided not to go to classes, skip classes. I was brave enough to step up and say, "You're very frustrating. No point in staying in class. I might as well go to the library and do my own revision and my notes," and we skipped classes. I had my own circle of classes and a circle of friends, we had a class, a pseudo-class, and I was the teacher.	then I've been doing this deputy [Dean] job for several years until 2012 . . . I started to feel it's time for me to explore new things that's why I went to Norway to do my sabbatical. End of 2013 I came back.	now, after nine years, I can start to see the fruits, you know, where I can see my students and myself, we can publish in good cited journals, campus journals. I can see the fruits because of the roots are stronger. So that was a very timely advice given by these three professors and I hold until today, those advices very strongly.	[describe early academic you] That person is very naive. Very naive and very scared. As I remember, my first lecture going in and it's all like, yeah, I know that I'm the teacher but standing in front of all my students, I was actually shivering not knowing what to say or what I'm saying is correct or not because for me it is... In a way it's a big responsibility to teach because what they learn is from me, no? If I don't do a good job, these students will have pockets of missing information, missing knowledge so that is a very big responsibility. So that kind of like put me down quite a bit at that time.	[teaching] It started as wonderful then later I got a bit, I said, "Oh is this how it's going to be for the next 20 years?" I said no.
	And of course they helped me out for areas that I'm not quite sure, but I was the one who took the lead because I felt like surely we can do better than that.	Currently, Marketing section coordinator. Term expires in 2018.	[Early academic] the early stage was devastating, you know, because as I said I have no publication.	It was pressure. And also, it was the first time working with students. So sometimes it's like, you know, "What role should I take?", "Am I a teacher?", "There's only me saying things and not the other way around or is it..."	I think that it helped me in my relationship with students because I understood more in greater detail what their struggles were.
	I stepped up and said, "Okay, I shall try." So I stood up and explained to all of my friends in the class, the 40 of us. So I put it in my own way, surprisingly, my friends say, "Oh we understand you better than she did." So I mean of course that's going to be a huge blow to the	I know the education track at the end is a PhD, so I always have this dream in my heart without telling anyone, because I want to tell my son one day, if I retire, what have I really completed in my life? That is the education, formally, you see, formal stage that I've done my part.	So the first three or four years was the devastating, but I hold to the principle and I started to publish more and more, collaborated with my colleagues. It's a very hard time actually . . . And I don't even know how to apply for a grant. I don't know. (Laughs)	Because it's something like along the way, that's what I've learned is that they are adult or moving into adult. Although in the society, education systems is different. Here is very much a one way... What I think is still very much a one-way	People will respect you. But in order, but it's also important for us to reach, to reach out to the students and not just teach from our height you know.

	M6	M7	M8	M9	M10
	teacher. I apologise, but that's how it all started.			communication where the teachers teach, as students you listen.	
	For my undergrad, then I knew that I'd be able to translate things that are difficult concept into a simpler way of doing things, so I volunteered to become a TA, teaching assistant, while I was in the states. So I was coaching all these Americans all the way.	[Gave lecturing a try] give six months, if I can't fit here, then I know this is not me, so from six weeks to six months, to six years, here I am.	[In the fifth year appointed as Chair] So I led the section for three years. I brought few improvements into the section.	it is one of the top University in Malaysia, so that is its appeal. And you hear a lot about MYU being mentioned and so on and so forth, and it also helps that it is located in my hometown. I don't have to move.	But at the end of the day, it will just be jargons and you are not effective. That's one thing I've learned. And it's also good if we do not carry the weight of our experiences sometimes into the conversations and it's good to just listen.
	at Lancaster for four years . . . enrolled full time as a PhD student. Then I worked as a tutor, I was tutoring, again, international students and British. Quite a number of classes I handled because I need extra money to pay for my research. And they offered me to become a full-time lecturer upon completion, but I couldn't because I already promised the government of Malaysia to be back.	[Helpful colleagues] Current Dean who was her lecturer during the MBA. I remember she was teaching research method, and I like the way she teach us, and then the way she interact with us, then I told to myself that, "Okay, this is a very nice person, if one day I ever become a lecturer, I want to be like this." At that time, which is I never thought I will come back and teach here	[Dean was motivational] the dean maybe has motivated me, has showed me some light, keep on saying that, "I'm sure we hired you from the corporate sector, there should be a reason why we hired you."	A few people that kind of like philosophy that I've actually looked up to, you know. From religious perspective, it will be Gandhi and his teaching, and how he actually pulls people together. For example I've also looked up to Paula Radcliffe, the American runner.	[Early academic] I was enthusiastic, very much enthusiastic. I think the most apt description would be I was naturally a realist, idealist, naturally an idealist but a realist by experience.
	In all of these developing countries' scholarships scheme, they'll always bond you, meaning you'd have to come back . . . And pay back or return in terms of the service, they bond me for I think about seven years that I have to literally finish it or else I have to pay.	I guess in terms of teaching, I do have natural skills of interacting with students . . . I do have competitive advantage that others done really have, that is my industrial skills . . . I treat the students like my customers, and my customers always come first	it taught me how to, as a chairman, to engage with students well, how to understand their problems, how to deal with their issues, how to deal with their... so that I can bring that over here into the current job where I can also use that knowledge to deal better with my students.	[Colleagues] part of my role is to look at curriculum review for the school as well. So, along the way while working with the chairperson of the sections as well as with other colleagues...	[Original college description], very teaching focused] Calculated, yeah. Because I kind of think that, it was machine. It was a machine.
	[Significant people] He's currently the deputy vice chancellor in research. He was our colleague, working in the same faculty, or same school that we were. he inspires me in terms of research. I learned a lot tremendously from him in research in consultancy, meaning solving real practise problem. He's very good in math.	we have students' performance evaluations on each lecturer and so far I always get above 90% . . . I'm really proud of myself because I came from a non- academic person . . . from an industry, because when I did my PhD, I had the same problem because I have no academic writing, all those thing, we are the people like, "Here, you go, this is what you see, this is what you get." so it takes time for me to shape and nurture myself, so that's why I say I don't compare myself to others, it's about me, I have the weakness, I have the limitation, it is me, I have to fix, myself, so that's how I look at it, yeah.	I was leader back then in the corporate sector, so the opportunity came back again, so I feel very glad, that it took me some time for me to take the lead. So I feel very glad, I feel gratitude to the dean to have trust on me, and also to the lecturers who have really given me good support.	One of my previous boss, he is really one who injects positive thinking into the team where he said whenever you have any issues or any problems that you think you cannot solve and you're reaching an end, there's no point putting the negative side of things and looking at blaming or thinking that, you know, getting yourself down that 'I can't get out of this. I can't get out of this. This is too difficult. This is too stress.' Take on an open mind. Look at various perspectives.	[Influential figure] I mean I admire my former boss, Dr X because he rose from the ranks. I admire his persistence in that sense.
	Discipline is ultimate. You know, if you can't have that discipline, you	it's a public university . . . it's all changing whoever is up there, and you can't blame 100% the vice	So for the last two years, I was given [by the Dean] associate professor.	A different boss. He is very open-minded in what he does. He'll say, "No, you haven't even looked at	[Moved to an Australian university office in Malaysia]

	M6	M7	M8	M9	M10
	can never be successful. That's the number one. So I tried to also do it.	chancellor's fault or wrongs and whatever, because they also have to refer back to the government's policy.	Then the last two years I got this manager position . . . .	possibilities. Don't just say no. Go and explore. You talk to people and you still come in and tell me no? Then let's discuss it again." What I've sort of like learned is that when you work with others, you have to be very transparent. Be open about what's you're thinking so that ... the team knows where we are heading. Then only as a team, we can work together. And always explore opportunities, never say never. Never say no.	
	[Young lecturer] I would describe myself as very idealist. But at the same time, you're starting a family, you're also bogged down with, you know, you have to balance between your career as well as being a wife and a mother.	so I make a choice to stay here, why complain, fit yourself into it, so we share a path that I can change it during my presence, I will do it, if I can't, too bad, yeah, why crack your brain too much Joel, what, you can't do it.	And this reflects what my three advices I received in the past where I should be seen, I should be heard, then also building the tree and make my roots stronger. I think that advices are reflecting what I am now, who I am now.	I'm a person who can handle various things at a time. I'm a juggler and a mom. Juggling between work and even work is a multitask like juggle. I've got the position as the manager. I've got the academic role, the researcher role, as well as my position- my role with the Innovations Office.	Well, I think I was excited because, I was very much excited because it was working with an Australian unit. And I believe that time as well when I joined Monash it was basically due to what I could learn because I have not worked with a university before or under university before.
	Of course, you're on a mission. Again I felt like there's a lot to give back to the country and I'm very thankful to the government for giving me yet another opportunity to improve my life.	Previous Dean appointed her to the original Chair of Group. Current Dean asked her to stay on as Deputy Dean for one more term. Declined because she had already postponed sabbatical twice.	I hold to one value which taught to me by my previous company, that is customer orientation.	[Institution now] We have a new Vice-Chancellor...Her pace is faster. She moves differently compared to the previous Vice-Chancellor. And to her it is important to be involved, you know, don't take a back seat. Be involved. Do things. So, when we talked to her, everything was due yesterday. She's very dynamic.	[Tip off from old colleague led to applying for current role]
	I came back in 1996 . . . that's I think the year in which Malaysia passed the private higher education act. So meaning, only then private universities are given licenses to open. So things were very much teaching-based . . . . Things were kind of laidback at that time for majority of my colleagues so they were just teaching. But I was one of those because of the culture that I carried back from Lancaster; we were still in contact and carrying out research together . . . So I find because of that, I'm already at a head start.	I realised how the students so lacking engaging with the industry and also community, and even the lecturers . . . because some of us in academy don't even have time to read the journals, but we tend to forget that the end user, it's not the academicians, the end user is the industry, it's the people, regardless you are engineers, you are physicists, you are scientist, or whoever	Well, this chair had a lot of responsibility. . . . I need to meet the university goal of 85% employability. So this position is only for three years, the first year we have met 85%, the second year we have met 91%, this is my third year so I hope I can retire from this position with maintaining 85 to 91% of employability.	Wish to be in the future... I wish to have a better balance in life where I'll be able to spend more quality time at home.	[Significant people today]. I had opportunity to work under great personalities, great people. They were, but they were always driven by something. It's either driven by KPI's, driven by a specific business goal, driven by determination you know what I mean. Here, as in a Catholic university, the dynamics were totally different. You need not be driven if you do not want to. But I have a boss who tells me to, I mean the first time her talking she said, "I'm doing everything for God." And I don't know. To people, it's something like, "What? What were your KPI objectives?"

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	Carpool colleague very influential – from another discipline.	I always look at myself as an initiator who started from zero or a trouble shooter, when the damage happens, I come in to solve, and then when it's solved nicely, running nicely, I give away to somebody else to run the show, yeah, even at work, it's the same thing.	Of course I want to be a professor in the field of international business in the next two to three years. In the next two to three years, I believe. Then able to contribute in terms of policy making to the government, in drafting what could be the future for the multinational corporation in our country.		That is the only objective. So based on that one statement, she drives everything accordingly to what she can do. And this like one year, she's done a lot, far much a lot. I mean and the fact that there's a lot of red tape obviously in any university. And since this is a public university and we deal with the public's money, the people's money, there's a lot of red tape . . . And she still manages to pull it off.
	DVC and Marketing Prof worked together for consultancy, contract research and executive education.	What I use in the past that I use today, of course my working experience in the industry, that is number one, and number two, it's my leadership, because since I was young, I told you since primary school, high school, I always been given a task to lead people, so that also helped me a lot in terms of managing people, interacting with people, and of course my family, that is my mum and dad	So maybe I should be in the position of advising the government in terms of policy. And also, at the regional level, at the ASEAN level, becoming a person that's able to be known in the field of international business. So these maybe are my small vision for the next three to five years.		When somebody tells me I do it for God. You can't help but admire her
	I would say you are a person that kind of built on it, it's just that your horizon gets wider, and then your scope of involvement are now... instead of you're a part of the team, you're expected to lead a team.	I love perfection, being as a leader at the work place, in the industry, always looking for perfection, speed, quality at all times, but when I come here at the beginning, I was frustrated as I mentioned to you, because the speed is not there, okay, and then I can't just think about my own desire and thoughts all the time, this is a bigger environment, so I have to adjust if I want to work with this big group, yeah.			for the first time I'm not hearing that this is your KPI. This is my KPI. This is the department's KPI. This is our ROI. I'm not hearing anyone of those commercial things coming in. As I say, if you are under this, you are driven by this. Therefore, you're obliged to do, to give everything that you think you can give. It's nothing less. And I think ... pretty much religious so it makes me respect her for that because, I say it's not driven commercially. It's probably an obligation to one's religion or to one's self.
	The Asian culture is that you're very much homebound, and also we do follow our husband. I may be a leader here, but I'm still somebody's follower at home.	I'm a happy person. I feel so content. Frankly speaking Joel, many people say that to me, what makes me feel- yeah, I feel so content Joel, I got almost everything I wanted.			all my years of working I have never seen this kind of mission statement kind of thing.
	So excellence can be defined in many, many ways, and the way we define it is to make it sustainable for everybody not just a group of elitists.	[Institution today] it's about whatever you do, you must touch the heart of the people, the society, and then the second come is about the outcome based budget,			I think this is what, I mean I'm teaching here. I think that's what teaching is supposed to be. It's supposed to be guiding people.

	M6	M7	M8	M9	M10
		anything you use, you must see what's the outcome			
	For instance, tuberculosis is not an issue in the West, but it's quite prevailing in developing countries. Pharmaceutical companies are not interested to fund those kinds of research because it has little bearings under commercial, ability to commercialised, but it's still a big issue in the third countries.	the good quotes in life like Nelson Mandela or Gandhi			What motivates me to go forward is I do not want to go back in my childhood again. That's, it wasn't so much of a very nice experience. Even though yeah, you're supposed to be carefree and everything. It's just, the reality is just too harsh.
	[Ranking] We still believe that's a good reflection to tell the directions of whether what we are doing is right or wrong, but that's not the ultimate and the sole game.	the good quotes in life like Nelson Mandela or Gandhi . . . I only pick the quotes that go into take me to move forward, not to put me back, because I don't like to think about the past, past is the past.			If you will say, is there something originally left from your childhood to now, I don't think that there is. You are influenced at every turn by events both good and bad, by people you've encountered, bosses that you served. It's very difficult to say that whether there is still something left from way, way, way back then. Because there is still a strand or maybe a piece of you that's still, that's been left untouched now. You cannot say that you are still the same even 10%.
	When I was running the research institute, we were doing very well, extremely well, because we got a lot of funding, so I'm able to drive the research and our followers don't just come from MYU, they come from all over the country ... So having seen that, the vice chancellor who took over the university, then thought that my talent should not be there, I should be put back and take over the	I want the society to use my knowledge, so that's how I want to be, I don't intend to be the prime minister of Malaysia . . . if you can make some changes in the standard of living, quality of life, I think that's the biggest achievement if I can do it.			So I, unfortunately when people say, "You know what due to my past therefore, that's why I'm holding a gun right now and I'm asking you to hand over your wallet." I don't believe in that. I think you can view it, take it as a positive or negative.
	<del>sc12013</del> I started my service as a dean of the school. By the way is my second term and coming to my six years, and about to finish it.				I think there are certain things in like that I think cannot be sold or should not be sold. Guiding young people should not be sold to commercial companies. I mean to educate the young should not be driven by commercial interest.
	The staff would vote in order to shortlist the candidates that they wish to be considered. And then there's a such committee that will interview the... normally it's top three candidates, and then they will				I think I want to be part of university. I want to teach and guide. I would definitely not want to be driven by numbers. I think it's not right. It's not right. As much as possible, I think if I could plant the



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	then look at the suitability and also the direction of the university. They normally would recommend a name to the vice chancellor who'll then appoint dean.				seed of passion, I'll make a small change. I think that would be good. I'm not asking much. I don't want to change the world. I think I just want to make sure that my students do well much better than I if possible. I think that would be the best testimonial or the best thing that I could leave them.
	[Pivotal colleagues today] Two deputies.				
	I managed to turn around the culture around . . . So I had a hard time first year, as you would expect in newly changed management kind of cycle. So first year our performance dipped pretty badly because they were resisting towards all the changes that we were making, initially it wasn't Dr <b>Huey</b> , it wasn't Amirul as my deputies, it was two other guys, but I slowly realised that the one thing that gets people to work whether they like or they don't, is performance measurement.				
	so you're evaluated by the deputy dean, research academics and your chairperson, and the dean.				
	for the five years we were the top <b>arts</b> based faculty with performance driven up, and we also see our ranking improved a lot.				
	I'm very proud of it. So that's why I said good leaders would know when to step down. They don't overstay. You're welcome.				
	I'm proud of what I accomplished but I don't think I can do that alone.				
	I mean teaching is a very noble profession, to me, you can do . . . various things together with the young generation and to be able to pass a little bit of knowledge and also learn a lot from them in the process, you know. And that for you to do that needs a lot of passion, a lot of soul. Because sometimes in your busy KPI-driven kind of environment, everybody				

	M6	M7	M8	M9	M10
	works like robot, like losing their souls.				
	there is a saying, "If you want to walk fast, then you walk alone. But if you want to walk further, you walk together."				
	And I wish that maybe at a different platform, maybe working with NGO, you know, to me time to give back to your community and you'll look at the kind of social ills that you have learn, there's plenty, plenty to develop.				

	M11	M12	M13	M14	
	<p>[early influence] the Mandarin teacher. And my family, they don't really encourage me to take Mandarin for this subject but I'm still very interested and I like the way how she explained the subject and actually know that subject very well and make it very lively. She's the first role model that really encouraged me a lot. Actually, in her class, I excelled very well, yeah, I'm considered one of the top students in her class. So I always believe that teacher play a role, yeah. So if you are not able to deliver well, it actually bring an impact to the student.</p>	<p>[early influence] It all started with my mum. She used to have many students. She used to teach like children at home, for those who are disadvantaged. And then, that kind of spirit and also the passion have got into me and I seem to bear that kind of values and... So, I started with my academic career after pursuing my condition and also so the Master's degree back in 2006. And way before that, I used to be involved in some curricular activities at school level where I was a president of the association.</p>	<p>[early influence] I think the person that influenced me to take up my career is my teacher. So the -- that's the first time I learned how to do accountancy. So that person influenced me to pursue this career. I think that make me understand that the accountancy is very relevant in -- in the study of the business and then also I -- since at a very young age I had very. So that's why when I started to learn accountancy then I found that it's very interesting. It's so to my characteristic and then find it very easy to pick up this -- this cost.</p>	<p>[early influence] Robin Williams in Dead Poets Society. At that time maybe I wasn't that conscious of it yet but I viewed him as a figure, a leader in a leadership position where he had that kind of ability and power to motivate his students. So from thereon, whenever I watch those kind of movies which had that kind of plot and that kind of characters, it actually influenced me a lot. So it formed my opinion on what I think a leader should be.</p>	
	<p>I come from a very poor family. So my parents don't really spend a lot of time with me. So I can't think of family side that actually provide support to me. Basically, what I could see is from the teachers. I have a few good teachers . . . The one I mentioned, she's the earlier—the first role model, yeah.</p>	<p>I thought that it was a noble thing to do, like to make people understand about some things, important lessons, and then how they make use of that lesson in their daily lives. You know, that kind of thing really fascinated me and that's truly motivated me to be one of the teachers who can contribute to the society and then, you know, try to put them, especially those who are disadvantaged, who cannot afford it, so that's what got me into education.</p>	<p>[Describing self as a young person] I think when I was young I think that I loved to explore. I like to venture to new opportunity. So I only go for new area of study. I like to seek knowledge, yeah.</p>	<p>[as a young person] I was more quiet and an introverted person and I was still very reserved and shy. I don't want to be shy or timid in my entire life. So when I had the opportunity to be the secretary of the club, it was a large factor to do greater things, something that started me off. So from thereon then, I got another position. It was a vice president or something of another society in our school and then gradually I also had the opportunity to become the head librarian. So from that time, it formed my leadership qualities I would say.</p>	
	<p>[describing younger self] Young and innocent and always figure a way out how to be successful. Yeah. That's why I'm working very hard. I received awards from the school. I was always the best student in my school.</p>	<p>That will be the dean of the university programme that I attended back in year 2000. So, I think I used to communicate a lot with him about my career path and then he seemed to, you know, direct me to... I mean, he seemed to direct me to the real, what you call career programmes, what should I do when I join the industry and whatnot. And I think that I enjoy seeing that too and then get as much experience as possible, and then come back and then be a teacher who can share the knowledge that you have gained from the industry to the students.</p>	<p>[recall from youth] My father is a business man. So I used to follow him to go out and then meet customers. So that piece of information or the experience will actually help me very much in the understanding what the business is about.</p>	<p>[recall of earlier time] I try to do it the best that I could, in the best that I can. In other words, I'm like a perfectionist.</p>	

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		So, that is also another point that I can highlight to you, you know, that motivated me to be a teacher.			
	[lessons from youth learned today] I think it's about personality and also my determination, the perseverance.			[after working in banking wanted to study further] I saw that there was an offer to do Master's in Business Administration, MBA, so I applied for it. I got in. I took the Master's. After I finished the Master's then I thought why not I just continue onto a PhD because after all, it's just another step more. So I applied for PhD and I got in then I did my PhD. And after that I was thinking I've already been in the education line for so long so let me try my luck to see whether I can get a position as a lecturer. So yeah, I got in as a researcher first then when there was a vacancy for a lecturing position in my faculty then I applied for it and that's how I got in as a lecturer.	
	[why academic] I want to be a teacher. I want to inculcate the positive spirit, the positive impact to...because I always believed that the next generation is the foundation of one nation. So, yeah. So this is what I believe and I want to be part of that, I want to be the teacher that inspire and influence my students and bring them to the right path to success, yeah.	[described yourself then] They will describe me as someone who is very detailed that if I want to do something, then I'll try to get information about that thing as much as possible. So that would be my friends or, they me saw as someone who is meticulous about things and then, you know, I don't give up in terms of getting more and more something to understand.	[looked up to] Yeah, I remember that when I started to pursue my degree in accountancy I always look up for my cousin. He is a chartered accountant. So I tried to follow when he started his business. So he actually is one of the person that about who is an accountant.		
	Not at university level, but along the way, the achievement that I had, bring me to the university level. Because from my own ambition, I just want to be an ordinary teacher. Maybe teaching in a primary school. I never thought that I can make it to the university level. I just want to be a teacher in the primary school, because I always believe that the primary school teacher actually play a very important role.	[joining academia] I finished my undergrad study in 2001 and then I started to work in a private sector as an auditor. So, I joined a small audit firm for a couple of years and then I moved to a big audit firm. And then the dean that I mentioned to you earlier, he kind of called me and then asked me if I was interested to join the academia.	[started in academia as an expert guest lecturer] In the year 2000 so I was the accountant -- practicing accountant. So then I had the invitations from the university to conduct two courses on behalf of the, you know, the lectures. They need practitioner to come in to help them to conduct these courses. So when I started I stand around six years being in part time lectures in this university. So that experience actually brings a lot to me -- for me to -- to decide, yeah, in the future for -- to end up in the academy.	[starting life as a lecturer] I did ask a lot especially my section members because I was in the marketing section. So I did ask for help from them like how did they approach the subjects that they teach at. So it's mostly from my section members and then from other seniors who just gave me some advice.	
	I just received an offer from the university that if I'm interested to be an academician with my university. And they actually sponsored me for during my study both for my Master's and PhD. I just took the offer. Actually, I was working at that time, I was with the industry for a year. After a year I received the letter.	So in 2007, I became an academic in the UTM, not MYU that I'm working now. So I started in 2007 and then in 2011, I pursued my PhD. I came back in 2014 and then I used to work at the early of 2016, and early in 2016 I was offered to be in MYU.	[learning to work in academia] I had to learn from others in the past, in the literatures. I need to learn how to -- how to -- how to understand how the academics write everything, you know, a lot of statistical modelling and so on. Those are the new things for me, but I thought it's very interesting because I never learned this before.	[describing as a young academic] I know what sort of lecturer I do not want to become. I do not want to become that kind of lecturer who's not responsible, who just goes to class unprepared and then who's always not around when students need help. So I did not want to be that kind and I also know that in class I want to try to teach the best that I can, always giving the students whatever I can find out, whatever new knowledge, whatever	

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				observed outside, I just share it in class.	
	At that particular time, they sent out letters to all the top achieving students and see if they would like to respond to the offer and I was one of the recipients.	[early influences on teaching] I would say the director of the campus. She was also the friend of the dean that I'm talking about. So they inspired me to be... you know, they're great teacher and to hear that, you know, we are here not to just teach but we need to inspire student and for us to inspire students, that we need to be a great teacher and that we need to coach them and then try to direct them to the right path so that they will be that person in the future.	I never expect I become an academic. I never expect. I thought I want to and now my career as an accountant. So it was a change in my life where I -- I started to like, how to love, have the patience on teaching young students and then -- then onwards it's teaching me a lot different in my -- the way I look at things. So my intention is to -- trying to inspire young of where they can learn better.	[bad experience at university gave the negative role model] Yes, because during my university years, I could see that some of the lecturers were just not good at all in the nice way. So I knew that I didn't want to become that sort of lecturer.	
	I did my Master's with my university and I did my PhD with one university in Australia. We can choose to further study in abroad.	[Describe institution] UTM is considered as a teaching university not a research university. So by that definition, the lecturers are all required to have more teaching hours. For example, a week. Teaching hours can go as high as 21 hours a week.	[influential figures, seen expert guest lectures, talent spotted] Actually those, the people that brought me into the university, they are professors and then they are -- they really inspired me and then they -- they are my model. They are the person that actually bring me -- get me the opportunity to join the academy.	[institution at joining] I would say that back then it was less competitive because right now what you see is that there's a lot of pressure on rankings, that global rankings for the universities, so therefore we are pressured to perform in many ways. Teaching is just one of it. Research is another and also the publications.	
	I feel like I want to migrate to Australia but I can't. Because the culture in Australia is totally different. I can see that they appreciate the academic staff a lot and you have your split thesis. You can focus on your publications, you can focus on your research, there are good brands for you compared to here.	And at the same time, we're also required to conduct some research, so you can imagine how hard our life can be with 21 hours of teaching and also at the same time, there are other expectations, you need to do research and to have your conference presentation from time to time. So they can be challenging as well. So, that was something that I did when I was in UTM.	That is something big in my heart. I think that nothing is impossible.	[useful tips that helped lecturing] Now this might sound a little bit strange. So I've been teaching Sunday school for 10 years already so I've been teaching small children. So when I was conducting classes for the small children, I always have to think of creative ways to make the classes interesting. So with that experience, I carried it to my lecturing position. I used whatever I had. That kind of experience teaching the children, I brought it into my class so that I thought of creative ways on how to make the class interesting.	
	straight after that I finished my PhD, I come back and teach . . . there is big contract. The moment you finish, you have to go back and teach.	[Move to MYU, was approached by MYU who redeemed bond with UTM. Interviewed and went through the process.] So, it happened to be that I was approached by the MYU and that asked me if I'm interested to join them	I'm very happy with my...the job that I'm doing because every day I can have the people that I can...I share with them what is important in their life. So that...even I have students who are able to recall my name after so many years when I met them in a factory. Now, I have a student who had left university for	[current admin job created by the Dean, appointed] It wasn't really that big of a role but it's just sort of like a supplementary role to our bigger positions like the deputy dean and the more formal positions. So I was just there to probably assist that in any way I could, for whatever lecture information that	

	M11	M12	M13	M14	
			15 years and then she still remembers me.	they need. So whatever that I could do, I just did to help the school or faculty.	
	[significant early teaching influence] There's one role model and he's my colleague actually and he has been a professor, one professor that...he also received the what we call the recognitions award as one of the best teachers, one of the best educators in Malaysia.	[Colleagues helpful in transition to MYU with large lectures] I used to have small-size classes and now I have to teach massive number of students. But then to teach massive number of students in the very big course, in the lecture, you know, that can be very challenging of course	[Dean appointed to Chair position] I have my support, the...my dean, actually. And also my colleagues, who are always, you know...we actually work in particle research. Okay, I found that I need to learn for researchers and then...and how they actually, um...the ideas and, you know, how to come up with the piece of the research work. I think this is something I need to learn.	I would say that I like to do things in a different way. I don't like to be the same as other people. I want to be inspirational to my students. So since my younger days where I like all these things that gave me inspiration so I guess that I took it with me and I apply it and I hope that I can be an inspiration to my students when I teach them because I always have that in mind, to make things different, to make things creative, lively and then a fun learning experience for my students.	
	He always encouraged the young, what we call the junior academics a lot, "This is what you can actually explore." And he give advice and made me who I am and I'm really so happy to have him to be my mentor.	[describe current university] MYU is one of the five research universities. So MYU, you know, really emphasises on research and commercialisation. So whatever research project that you have done, they normally expect you to come out with the commercial products that can be sold in the market and then from there, they obviously should be able to generate income. So that is something that they really emphasise but it is quite difficult for me to apply that in my own area.	So I think in the next five years, I will use whatever skill I learned in the past to take another step higher, you know, in the academic study.	[institution today] Right now, it has improved in a sense that for teaching, for one thing, in the teaching aspect, I can see that there's more innovations being incorporated in the teaching methods, but back then and many years before that, nobody cared, nobody cared about that, but in our university, there is a professor who's advocating all these new ways of teaching. So that's how I see like how our university is changing in terms of having a more open mindset on how things should be carried out, instead of being very conservative.	
	I always believe that it's important to have a mentor in university in our earlier career and now, we can become a mentor to our junior.	[Current role, appointed, Acting.] Deputy Dean, Research. If there's a matter on managing the school's resources, by channelling them to, I mean, the activities. For example if people ask the school to fund for conferences and then for general application where they have to pay the editing fees and whatnot, so normally I screen through the applications and then approve so that they can get the funding. And other than that, I think I will have to coordinate the sessions for BSc students and also Master's students, organise some	[subject had the flu]	[describe self today] I would say that I am somebody who's very detail-oriented, okay? And then, I am somebody who works hard and then I think I can say that I am ambitious.	

	M11	M12	M13	M14	
		symposiums and then allocate some training slots for those who really need. I'm teaching and then I involved myself in some of the student activities.			
	[the professor was not official mentor] he's not officially a mentor, he's unofficial, informal mentor. And because of him, I've become like him now.	I didn't apply obviously because I try to avoid from holding this post. Because holding this post is not something that, you know, it will benefit you. And normally you have to dedicate time and also effort in others. But I didn't mind to do that, but it's just that I wasn't the one applying for the dean post but I was approached by the dean, and the dean asked me a favour to just help out, so I help out.		[admire today] So for the time being, the person that I really admire maybe for the lack of a better word, I think it would be Stephen Hawking. Because right now I'm very, yeah, I'm very influenced by all these how he- because his life is very extraordinary and then his thoughts and how he came up with all those theories is also- I'm in this phase where I like to read a lot about all these academic theories, the findings of scientists and so I'm most inspired about Professor Hawking at the moment.	
	[as a young academic] energetic, motivated and always wanted to excel.	[As well as the Dean being influential] I mean, lead his post-graduate office for a while. So yeah, I would say the Deputy Dean of Research is also one of the influential person who got me into this.		[future] This might sound strange to you because I just mentioned the word 'ambitious'. So if I say 'ambitious', you probably had in mind that I might imagine myself to be the dean of the school or chancellor of the university one day but in my mind it's not that sort of 'ambitious'. That means not 'ambitious' in terms of chasing administrative roles, not in that sense. 'Ambitious' in the sense that I want to make an impact in the world because I want to have a meaning to my life so how do I do that? Well, what I would like to achieve in my life is that if I'm able to one day just deliver something to my students or maybe larger, to society, that helps them to change, helps them to become better people, I would say that I have at least achieved something significant in my life. So in terms of lecturing, you maybe just be a lecturing position but I have the position to influence the young minds and in the ways that I teach. If I am able to explain complex concepts and those kind of things in simple ways, I guess I would have achieved	
	[description of MYU at that time] I find there are a lot of things that university need to improve. Actually, I think everywhere is the same just in terms of the transparencies and in terms of the career path. So in terms of the facilities and in terms of the student intake. When I see the problems, I would try to provide the solutions. I always think that there are some limitations but things can be better.	[describe yourself today] They will describe me as someone, I mean, who knows certain problems and, you know, what is the function that should be offered to them. So they say that, you know what is going on and then, you know, you have made the good effort to solve the problem by getting some funding from the school, that is something that they have been telling me.			
	[appointed to senior lecturer, no interview] You have to show publications. You have to show your commitment and you get the promotions as a senior. But it's not too far from my junior. It's about I think maybe about within a year.	[MYU today] I would say that we are really in financial distress, because of the new government. So this year, we don't receive any news about the funding that will be allocated to all universities including MYU. So we have no idea how we are going to have finance research project at the moment. So we are not rich as we used to be that time.			

	M11	M12	M13	M14	
				<p>something, because what I see happen is a lot of lecturers just probably go out there and they will read the slides or something but they don't know how to explain what they are teaching, their knowledge. They don't know how to convey to the students. But I mean most of the time students just go to class because they just need to go to class. It's not that they want to go to class. So my vision for myself is that be a lecturer that really creates impact for the younger generation.</p>	
	<p>[significant people are entrepreneurs who inform the curriculum]</p>			<p>Yeah, because if you want to be a good leader, it's not about the title itself and all. It's about the impact you create in other people's lives. So that's my definition of leading. Of course, when you have that title attached to the role that you are assuming, of course people look up to you more because you have that title and they are supposed to listen to you, to obey you, but I mean the hallmark of a great leader is if you can get people to change themselves, to do things at their own will, not because they are forced. So I think that would be the makings of a true leader.</p>	
	<p>[lessons from senior lecturer years] I still continue to focus on the publications in senior because I also know that publications is important . . . I know what collaboration means. And I put a lot of effort trying to publish. And I find that maybe a lot of people publish more than me. But now I learned okay, collaboration is very important and it's means also good to go for multidiscipline. It's also good that you get to know other areas and you can have a good team and together publish, doing research together and publish together.</p>	<p>[in the future] Well, obviously, working in academia, one thing that you want to achieve is to be a professor and to be a professor, I think is there is a lot of work to do. For example, I need to apply my publication. I need to actually know more about the field that I'm currently doing, especially the research project that I have undertaken. And I recently have one research grant from Japan, so that really helped me in terms of providing the direction and also the research areas that I need to focus on. And I'm now looking forward to, I mean, engage more in terms of getting more research projects on the area I'm going.</p>			
	<p>[describing self as SL] I guess a lot of people will see me very positively, always very lively, enthusiastic, always energetic . . . It can be I will say innovative sometimes, but trying to be there. And my students, because we have the evaluations from the students, every lecturer will see the comments at the end of the semester, and throughout my 10 years, 90% of students...a minimum of 90%...</p>				



	M11	M12	M13	M14	
	I'm always very proud of my own profile . . . that is my principle. If I want to do it, I want to do the best.				
	[institution during this time] During the 10 years, the university prospers and the university has a lot of money because given by the ministry. Today, the ministry is asking us to generate...I mean, asking the university, not my university only, but public university they have to generate income. So they have to pay their own operational budget.				
	[apply and interview for Associate Professor] Trying to help the university, bringing more industry, collaboration and network like for example, maybe funding from the industry to the university. But different level of responsibility and accountability. I am also developing a system. I guess the system that will help the university better. So that hopefully will make my university to be the leading university.				
	Because hard to say because everyone has different character. They may have their way of success, they may have their own way of doing things. And I always believe that a person's personality and character play an important part in their career. Because if the personality of the person is not ambitious enough, even though you have a role model, maybe it may not help. Maybe it can help however, not all the way. It just depends on the individual determination and perseverance.				
	[one key reflection] The toughness of the life, I guess. Because as I mentioned to you I come from a poor family. So a lot of things that I learned I need to earn it my own, get inspiration because my family, they can't even support me to university, no money at all. So I know that if I want to succeed in my				

	M11	M12	M13	M14	
	life, I have to really work hard. So there's the thing that always remind me who I am today. I have to thank my parents because they made me who I am.				
	[describe self today] Maybe they will see me as a senior with some form of authority or autonomy.				
	[institution today] I mean, things are really more difficult because right now funding do not come easily, you have to get your own funding. Even if you want to renovate the school, you have to make sure that you've got the money. So things are different now. Economy used to...I mean, it's the economic situation in Malaysia is now, I'm sure that you have read.				
	I would see myself very successful in the future. I'm sorry if you think that I'm a bit boastful.				
	I developed a system and this system has yet being developed by other nations. As you see that is the first system that I want to propose to the university. After university, I will move on to the ministry or higher educations, let the system to be used by all the university. And from Malaysia, we'll move to Asia and to US, maybe to other parts of the system that will help the university.				
	So I'm working on it. Now, it's in the testing stage and hopefully in the process of proposing to the university. So this is how I see myself in the future would be in the.... I can commercialise what I have been researching. I would not leave my job as an educator because I love my job . . . I've really enjoyed as a lecturer, I love to see my student successful. A PhD candidate, he even got the national award and he....				
	He is so happy, I'm so proud of him. So a lot of students that will succeed and they come back and tell me, and that I think is the best				



## **APPENDIX M**

### **Coding Files - UKU**

	U1	U2	U3	U4	U5
	Not a big fan of school	So, at school level, I would argue I was either thick or underachieving or just not switched on to what I did	My father . . . very dedicated but very demanding, which wasn't great actually.	my father . . . wanted a boy to do, he wanted someone to do maths and physics. And I was pushed that way.	both of my parents left school when they were 14, they were always very supportive of my education but probably not equipped to be as supportive as some people are fortunate to have
	Dysfunctional family background	I chose Lancaster primarily because it had an interesting geography course and it was close to the Lake District.	no question in my mind other than I would go to University.	when I was 17, I went on typing course and he was horrified because I would end up a typist.	I massively underperformed compared to my ability
	Wife strong influence	It was the norm at school was the go to university so you didn't really question it.	But he wasn't good in bringing out the best in me.	So I did maths, physics, further maths, chemistry at A-levels.	and I really only came into my own when I went into further education, so my first degree was at Coventry University
	Parents reverse role models	I would say I was naïve, massively lacking in self-confidence	I went to an all girls' grammar school and it was hateful.	I was 24, 25 and I was nearly qualified as chartered accountant, I run a team doing an audit of investment trust. So, I would have a three people below me.	I then went into a job in the city of London
	Left school at 16 – not ambitious	"Oh you're not very bright. Probably the best thing you could hope for is to be a school teacher."	it didn't have any joy, you know, there wasn't any joy.	At school, when I was 14 at school we looked at careers they just wrote university on the top of my career thing. So, they didn't talk about careers. They just write university.	I had just very, very good bosses at the top, the two most senior people, both women interestingly enough
	When got to university found it easy	first year undergraduate . . . research methods . . like a little switch going on.	for me educationally actually the formativeness came after I left school.	I used to wear a lot. I used to party a lot. I didn't do much work.	I was quite introverted at school, and that reversed quite dramatically when I went to university first time around, I probably lacked self-belief in a very big way
	Wife role model – hard worker	And I can remember at the end of it thinking, do I want to do a PhD? No, I don't. I wouldn't mind doing a master's.	[At university] I started to enjoy it . . something definitely flipped then- and I actually wanted to study.	I was good at A-levels.	it probably wasn't until I was in my mid 20s, and I suddenly realised that- at the risk of sounding astonishingly arrogant, I was outperforming just about everybody in terms of financial returns and career moves, everything.
	Took university as a 9-5 job	I thought there's no way I'm going to be a school teacher	Highly influential tutor	the skills I use with maths is understanding axioms and understanding how things are built up. So, I'm always very keen on what the assumptions are. And then I think if you're looking at some <b>quants</b> research, I'm always really keen, what are the axioms, what are the assumptions. And that was taught from maths.	I suppose it's just you start realising . . . , I was head hunted before I was 30, I became a director of the investment bank by the time I was 35
	Arrogant but successful	So, I went back and did a PhD at Lancaster.	I didn't really think beyond the fact that I was doing something that I really enjoyed.	[Career break] then wrote to the local university. I can come teach tax. And they said, come teach auditing.	[Redundancy] I did a master's degree at SOAS

	U1	U2	U3	U4	U5
	Did a doctorate to be with wife in Cardiff	went to . . . College of HE because it looked as if it'd be more interesting. And it was really just trying to find something I wouldn't get bored in.	I decided to do an MBA . . . One of the professors actually asked me if I was interested in continuing and of course I hadn't really thought about it then but what I thought was this, "It's very instrumental."	I just taught professional tax exams at the De Montfort in Milton Keynes.	[Still no job] Did an MBA at Warwick
	Serendipitous move into teaching	we did quite a lot of research on downsizing with a group of people who I still work with 20 years on.	So I thought, you know, "This will work. This might work."	then after about seven years, this sort of freelance work at University of Buckingham became, I used to teach the auditing module and then made it a two-day a week, 40% job.	So decided then on studying a PhD for a career in academia  PhD at Warwick
	Job without doctorate	I was looking at interesting things and I was working with people which I wanted to do and it wasn't boring.	I can remember it quite clearly, reflecting on what do I want to do and what do I not want to do.	Warwick . . . became their research fellow.	In the 3 <sup>rd</sup> year of the PhD the Supervisor recommended him to cover a sabbatical for a lecturer
	Three pivotal colleagues 'brought me up as an academic'	Two key colleagues were influential, one of whom a co-author	And so an opportunity came up.	"Well, I'm not progressing very well in Buckingham. And other people got a pay rise and I didn't." I thought was really good at teaching. So I started my PhD.	I'm actually discovering that I'm an exceedingly good lecturer
	Second supervisor also key, still publishes with	Illness of wife caused a rethink in career as needed to be primary carer as well as breadwinner	Same professor . . . research officer post . . . I was interviewed.	So I joined Warwick in 2002 as a part time PhD student.	I'm sort of doing this mainly teaching, so my career is moving along a teaching track, not a research track
	Uses political nous developed in those early years to run department	I've been promoted while I've been there but I hadn't really thought, what do I need to do to...?	He was important because he was the man introduced me to the subject. My subject is consumer behaviour and he introduced me to consumer behaviour.	I went to University of Southampton as a lecturer in accounting	I learned on my own, I developed a style of my own, I realised I had huge advantage that I could relate while I was teaching to my personal experience
	As an early career academic – driven, arrogant, not very nice	Small, parochial, friendly, not academic. And not managed by objectives but managed by what you could get away with.	[when pregnant] same professor found me effectively a part time teaching job	I applied for it [job at Warwick] and I got it as an assistant professor in a different department from accounting where I had been teaching for the public sector.	Moved onto a permanent senior teaching fellow contract
	I just worked really, really hard	I would describe myself as a person that actually decided I wanted to have an academic career.	So I did that part time and then it was the time when the ESRC Teaching Fellowship came up, and the same mentor sent me this information.	[Supervisor key influence] introduced me to philosophy and I fell in love with philosophy. I've always fallen in love with tax.	New Dean made him Assistant Dean for MBA Programmes then Assistant Dean for a wider range of programmes.
	Tipped off about the SL position, applied and got it	when . . . was ill, that was, I want a career rather than just having a job which I enjoy doing. So it's quite a different thing there.	I did a bit of teaching actually at Cass then as well. And this was obviously a competitive thing and I applied for it and got it.	I think I was just learning to be an academic.	realised it pretty quickly, I wasn't going to engage much with the research side of things
	An incident caused him to get the Chair at that time	Encounter at a conference led to a job offer as a reader at another university	I was very focused on teaching . . . I wasn't confident. I enjoyed what I was doing. I was very conscientious.	But when I got my PhD, I found my world grow and my knowledge had grown but I felt a bit not confident because I didn't know there was so much more.	Old colleague from Warwick now Dean at Birmingham called to say would he take over MBA programmes
	Research focus, no real line management	I'm getting a readership, pretty impressive. I'm pretty proud to	there were definitely a couple of women in the Cass Business School	I think what drives me, if someone says I can't do something then that's like a red rag to the bull.	Had to go through full application and interview process

	U1	U2	U3	U4	U5
		have done it, it's a good place to work.	that I watched, that I observed, that I learnt from.		
	Headhunted by old colleague into next job at Warwick, interview	And within being there a year and I was in charge of developing the research strategy of the school	It was a little bit haphazard. It was a very pleasant place to work in. It was very student focused I would say at the time.	That's the motivator for me. So it's not a person. It's someone telling me I can't do something.	The old Dean at Birmingham was a pivotal figure in getting the job as Chair. In Birmingham there are only three non-research professors.
	Job evolved into HOD	And the Dean said "Right, you can do it. I'll create a job for you to do it." So then I got a chair there and....	I had no idea that I needed PhD. I mean, that really dawned on me very slowly.	I was the program director [at Warwick] of a program we had with Institute for Public Finance and Accountancy.	my own personal view is 25 years from now, universities would be run entirely by professional service
	The Dean was an influence	And I then became associate dean as well for research.	It was a different world.	Because like ref return wasn't good enough to get a chair at Warwick but it was good enough to get a chair here. I thought I would come here. So I came in October, September 2013 just before the deadline.	you hire these people, they're probably live 100 miles away, they come in as little as possible, and they have no interest in the place whatsoever, and they know their entire career is based on how many papers are published
	Scott – you don't have to like people to work with people	And I got sent on a programme to learn to be a dean which was... So I decided that I do not want to be a dean ever.	I was asked if I would become a Programme Director for the undergraduates degree at Cass	So I came here and I was departmental director of research.	Simon was very important when he gave me the job
	I've been more influenced by bad managers	Because it took me away from doing the stuff I like which is doing research, teaching students, and that interaction on a day-to-day basis.	I realised that I needed to do research . . . "I've got to do a PhD." And I basically- for three years, I just did that.	I remembered I felt that the skills I had learned as a senior tax manager was starting to, I was using them again. I hadn't used them until I was professor.	I've been in Birmingham four years and nine months.
	In academia 'far, far, far more poor managers, poor leaders.'	Significant person was the Dean	it was the year that we're submitting it, a job came up here and I just applied.	So the skills of leadership and other skills which I had developed in the profession as leadership.	it starts off in charge of MBAs, then there was some issues with the other post graduate programmes . . . Then I was very involved with the Singapore operation that we've got, and I took sole control of that, because they wanted a person at the top . . . then it was agreed that I'd actually be responsible for internationalisation, but will drop the other post grad stuff other than the MBA, and I'm still waiting for that to happen.
	I don't want to look back at my career and I've just written a shitload of papers.'	we were the most improved new university of business school in the UK bar one which was in research terms. So it was a good fun.	They gave me a lot of modules to teach. I managed it okay. The one thing that concerned me was the research.	And then thinking some of those skills, it was like being back as a senior. And I hadn't felt like that before in my academic career.	I teach international business, so I mean, my life time work, you know, I was in the international business, so the- for instance, I gave a lecture yesterday on joint ventures, talking all about what I did in India
	It was about doing some good.	And the reality of that was that I didn't want to be a manager. I would argue there's a difference between being a manager being a leader, massive.	I worked with a colleague . . . and we started doing research papers together.	And so I was head of department and I grew the Department of Accounting from 14 people to 24 it is now in two and a quarter years.	I would actually describe myself as somebody who works here for as long as I can continue to enjoy it, I'm financially secure

	U1	U2	U3	U4	U5
	I actually did something good.	I was examining a PhD in Surrey, and [they] said, "Do you want come and work at Surrey?"	I do honestly believe that everything I did then is kind somewhere a part of how I operate today.	Director of Research for School and I started that in the first of January this year.	I'd like to work until 66, but I don't see a lot of the moment to encourage me to do that
	Positive when people are rude 'in a good way'	I got the job down there which moved to a more research-intensive university.	I think that that time was the time when I really built up my confidence as a teacher.	The Dean [at Birmingham] was a significant figure, known from Warwick.	
	Not being nice is valuable	"What's your view of the doctoral programme here?" "Do you want to change it?"	I had a few successes with my research which got me to be a professor and in particular I was involved in a couple of ESRC research grants	Worked with significant research partners.	
	Helped me understand the difference between management and leadership.	Cheltenham, I wasn't really bothered about being a leader.	After I became a professor, I just kind of basically went through a series of roles. So I started off as Head of the Marketing Department	It's been very successful being head of department. They've thought of me highly.	
	A throwaway comment can lead to big problems.	Oxford Brookes I embraced being a leader with a titular role which I hadn't really had before to the same extent. I mean looking after research centres and so much leadership.	I was asked to stand in for a year to be the Director of Learning and Teaching	the opportunity came for director of research so I'd say and I applied. Because these jobs don't come up very often. And I like the new dean. I've worked well with her.	
	How other people and interpreting what you are doing and saying	Surrey, I used the same leadership style as I'd used at Brookes and discovered you couldn't do it.	Director of Research. So it was a competitive whatever and I got that.	I think I watch people. So I, you can always watch people, what they do well and which they don't do well.	
	Good people with good qualities . . . that are never going to be on board . . . because their way of thinking . . . is just radically different to yours	Because it just took too much time.	the interim Dean asked me to be Deputy Dean at that point.	I use my skills of auditing because I'm, I'm the director of research, I have to go and look at the detail.	
	I use a mirroring technique and they know who I'm talking to	academics are difficult to lead at the best times and I always lead by open door and spending time with people.	And I decided that I wanted to be the Deputy Dean rather than Director of Research.	I tried to be more strategic	
	I'm more accepting of people's career trajectories and styles of working and I'm happy for them	Brookes . . . I became a victim of my own success because people kept on coming to see me.	I thought that that looked just more appealing.	I don't think I was a very good group manager first time around. I didn't consult enough when I was in the profession.	
	I wanted everyone to like me, I think I wanted everyone to be me	carried on with that at Surrey which was just stupid because . . . people didn't want to come to see you there anyway.	I mean, apart from the people that I mentioned...I kind of sort of feel fairly confident in myself.	I'm still learning I think. Everyone learns.	
	So I hope I'm a better manager	Brookes lots of influential figures	But I kind of sort of think that the way I work today is built up from my experience but also my personality. I think I am very conscientious but that's me, you know.	university is very bureaucratic . . . The business school is, having to respond to university.	
	I worry more than I used to and I try and care. Whilst I know I have critics, I try and accept most of those critics. Some of the criticism is fair.	Surrey more research connections	Whereas probably in my past I might've been thinking, "Well, I ought to do it like this." Rather than, "Look. This is the way I do things and I'm going to do that."	the procedures here are rather opaque that you have to learn how to get around the system.	



	U1	U2	U3	U4	U5
	Later in life you realise that yes, you can say fuck off to people, maybe you shouldn't all the time. (chuckles) So I hope I try and listen to people a little bit more.	Then he basically closed the programme and didn't tell me he'd closed it and we had 20 students applied for it. So I walked into his office and called him the most fucking demoralising person I'd ever had the misfortune to work for to his face and that probably screwed my life at Surrey.	I think I'm approachable and I like to be approachable.	I've had a baptism of fire because we have a VC review . . . I've been doing the job for just over a month and I'm interrogated for half an hour. And that was quite baptism. So, my learning curve has been upwards.	
	See, I think I'm the most approachable person in the world.	So you get this email "Your job is at risk. You have to apply to your own job."	I think people will see me as decisive. I think I can make decisions.	And as I watch her, how she's operating and even people that don't do a good job, I watch them, why their failure.	
	I don't think it's a lack but making up for what other people perceive to be an issue is important.	I actually started looking for jobs that day and I went on to academia.edu and there was a job at Birmingham and a job at Cardiff.	I think some people will see me possibly too rule oriented. I like rules. I think rules are good. I think we need rules in academia because we have such a fluid kind of lifestyle.	I think I'd like to be a dean of business school time permitting.	
	I'm really good at research. I get a really good ref return and that gives me power.	the first time I'd applied for a job in a long, long time which was very weird.	I think men sort of say, "Oh. Well, I'm not sure how ambitious she is." But I sort of think, "Well, wait a minute. I'm Deputy Dean."	I think I would like to retire at 66.	
	I don't have to be nice to people. I don't have to agree because it's politically correct.	I'm teaching stuff I'd like to teach, I've got time to do my research and I'm running the PhD programme. So I've got everything	It is much, much bigger. I think when I came in, it was, "You've got to find your own feet come what may."		
	It's actually in my contract here that I will not become a deanlet of any description. I don't want to be in associate dean.	I think the most important thing is in dealing with people. I always try never to take other people's opinions of people. I like to form my own opinion of people and see.	fundamental kind of way Birmingham is hasn't changed hugely.		
	I want to have a department and make it good and that requires time.	And I tend to trust everybody until I prove otherwise which is probably really stupid but it works all right for me.	Strong admiration for original tutor . . . Because he's an academic who wears it lightly.		
	I don't think I'm a natural follower anymore and I think I'm going to struggle with that.	I lead without position of power which I like because that means you have to justify why you're doing things	And people who wear it lightly I think are great, you know.		
	I always say to people, become a reader and stop because it's just the right balance. It's like being a sergeant in the army. You've got all the authority, all the power, and none of the crap.	I'm research methods person, there's no doubt about it and I'll never get rid of that and I don't really mind because I like.	And I love people who don't have to be completely focused on one area.		
	what I want is something of my own in a possessive sense of the term, rather than another or wider school-wide role.	My wife says I am my work.	You know, you can live with contradictory alums.		

	U1	U2	U3	U4	U5
	I'm probably best one-to-one with people. I'm quite good in small groups. I don't want to lead 200 people. That's too big for me. I don't want the stress of that.	[Birmingham] Potential to be really great, not there yet.	It's very easy to work at weekends and I'm really trying to play at the weekends, you know, go for a walk or whatever.		
	I'm happy with my own little sphere of influence, yeah. So, I don't want to invade Europe. I'm quite happy where I am, you know?	I would argue I'm now at a stage where I don't need to work. I'm doing exactly what I want to, I don't.... I mean, what I'm still enjoying and being excited by, I'm just carrying on doing what I'm doing now.	Yeah, a bit more focus doing this job well because I enjoy doing this job.		
			I want to be able to focus on those in a sense that I can switch off from work and then go and do that, and really be in that world rather than in the academic world and keeping that, you know, not kind of giving that up because I got to say late for a meeting.		

	U6	U7	U8	U9	U10
	my parents were very clear with me from the beginning of secondary school, that they expected me to go into higher education	I mean my parents wouldn't have had any specific push towards education. I was privately schooled, so...in that sense, certainly support and encouragement, but no...and it's probably an underlying expectation that we'd all go to university but at no point really being pushed. It was simply I did well and moved on into higher education.	my dad was a mechanic and my mum worked in a printing factory.	Mum. you don't owe your parents anything except a good education. Education was paramount. So whatever else we did, it was education.	And I come from a background where people, nobody had been to university or anything like that. I think both my parents were probably very clever at school and could've gone to university but it was all the kind of background they were from.
	partly because the school that I attended, there wasn't... an expectation that you would go into higher education.	I started my A-levels, I started studying Economics. I found it interesting and found I was good at it. it's just the subject that clicked with me.	I had a very good friend through school whose parents were doctors. And I guess they were the people who said, 'You know, you really should go to university and do stuff.'	I know it broke her heart, I've got three A's in A-level. I went off to study law and withdrew after a few weeks. I didn't give it much of a chance. I know she was devastated and a little bit disappointed when I went back to study Philosophy because she thought that there was just no, there's no real benefit.	access to learning gives people lots of opportunities in life. It certainly gave me lots of opportunities in life.
	conventional kind of male peer group norm at that time I think was to resist education.	I think probably, the main reason why I carried on after my bachelor's degree was not having a clue of what else to do and so I was doing well, why not carry on, go to master's, then, yeah, again, just not really...not really wanting to go and get a job out in the real world and carrying on through further study.	I probably wouldn't have thought of going to university	MSc at Cardiff.	my mum used to say she met people at work who've been to university and they were different. They were different than other normal people. I suppose this was a time a few people went because they were very confident she said.
	So, we came to a kind of compromised position, myself and my parents, that I would go to University to study engineering. And that didn't work out, so I left quite quickly.	I think I was fairly typical sort of student.	[School] For me personally, it was a tough time as well. So, I play the cello through school, that was and things. So, within...so, it's that kind of stuff outside of school	My mother was a teacher. And my brother was a teacher.	I never thought about the world. I thought everybody was like us. And then when I left home, I was really, really shocked about what the world was like and how those people with lots of privilege.
	So, I watched my sister going into higher education.	It's partly by default. What else might you do with an economist?	I played in a youth orchestra in Bath and then the County of Avon when it still existed. There are school's orchestra. And that's Juliet. We were the only two people from the town I grew up in. We played in that. That's how we became friendly.	I'd say just kind of very, very average individual. My mother's influence that did very well. I was always kind of in the top of the class in terms of where I was at.	I recall a really influential tutor - maths and music. They were influential. But I don't think they were very influential about the career kind of thing.
	the people that I see as mainly influential were my parents.	By the time you've done a PhD, you're kind of in a fairly narrow...things you might do and, yeah, I think I quite liked the idea of still being around the university and avoiding...	So, I guess...not quite fitting in I think would be because you're kind of the typical county school's orchestra that you're just full of kids from the private schools and the fee-paying schools.	The only time I've worked hard in my life was from my A-levels. I did put a lot of work in my A-Levels and my PhD, almost killed me. But beyond that, not really.	the sociology teachers were great because, and I remember I got partly sociology is probably my subject.

	U6	U7	U8	U9	U10
	I think that your exam results in secondary school position you in a specific way, and I passed the exams, therefore I was going into higher education of some kind	Warwick for my master's and PhD.	So, it wasn't quite The History Boys but it wasn't an easy time in terms of where you fitted. And certainly my friends from school, not many of them stayed on for A levels.	[Education] So I've been very lucky that everything I've done there's been somebody who has been, who's really been on top of the game which just gives me then role models	Went to LSE – only psychology degree where they did not cut up animals.
	My exam results suggested University rather than technical college. It was almost like a train track and it was relatively difficult to switch tracks.	Happy coincidence. ...the last year of my PhD, I was at a workshop at LSE, and I met two people I knew from Birmingham. They said oh we need someone to teach International Trade.	And we had some very small sixth form in the school. And the ones who stayed on in sixth form, very few ended up going to university. Very low proportion. It was a bit of a...yeah, it's a bit of a strange sort of time.	This is the kind of person I want to be. My family had incredible influence on that. My father exceptional, mother was I would say fantastic.	I had a year off and I worked in a homeless person's place in London. I think from an early age, I kind of felt I wanted to change the world in some way. I mean mum and dad were probably quite radical in that.
	But when I got to University, even though I didn't enjoy what I was studying, I liked the context. I liked the freedom and I liked the place, and the buildings and the idea that that was what you were going to do. You were going to study.	I got a one-year contract back in 1999, and here I am today.	during my degree, I was quite interested in development economics. So, this is the time of the Brandt Commission. So, those kinds of thinking around large...as part of the reason I ended up working at the National Audit Office in the public sector.	MSc was an effective pipeline to the PhD and shared interest in politics led to that route. Lecturers encouraged to stay on for PhD.	I didn't like any kind of inequality or injustice or stuff like that. And I don't know where that came from.
	Sort of restless and a little ungrateful. And not especially focused, not very clear about what I was doing and why.	the person at the time was the Director of Learning and Teaching in the Economics department. he basically identified me as someone who could help out with stuff on the admin side and that would be...he would be, at that point, the biggest reason why I moved down that path rather than a more research-focused path.	There was this thing around public organisations and how they contributed in my undergraduate dissertation was based on this stuff as well. So, those kinds of people around Brandt. It was the early days of the writings of Jonathan Porritt and the Green kind of stuff. So, they were probably more kind of people you read rather than people you saw or talked to or anything like that.	Did PhD between 2000-2004 and a lot of teaching. Did some work at Bristol, Cardiff Met as well as Cardiff. Three very different institutions with different students.	And so then when I went to LSE, you realise you felt a bit self-indulgent.
	Looked to family in Canada and Australia as inspirational, interesting	2001, we had the old QAA subject review	I graduated in '85 . .	Four very formative colleagues who helped shape practice.	I got quite politically active. I joined, I don't think I joined the labour party at first. I became a real feminist. And I was involved in women's organisations and stuff like that.
	I looked to him [good friend] I guess for a sense of leadership or purpose, quite systematically. And I've done that I'd say probably until quite recently, I'd looked to slightly older man to provide that kind of sense of, "Okay, what should I do next?" Usually implicitly, but sometimes explicitly.	I mean for the next few years, the only real admin role I had was looking after timetabling but it's probably fair to say that... that other things just came my way on an ad hoc basis	I did the Civil Service Fast Stream exams, which I passed. I wasn't quite the right type to go and work in the Foreign Office or in the Civil Service Fast Stream, but you're obviously quite... bright. So they put me in the Exchequer and Audit Department.	I don't think it was ever my intention to once I stopped the PhD to leave academia. I quite like the idea of have a career and I'm very glad I have.	I think I always worked hard. I was always very good and well behaved and working hard. But a lot of my friendship network was quite a bit older than me. Because there are people I've met who worked in this kind of hostel. So I feel to a certain extent, I missed out on the kind of student years. I didn't live in hall. I didn't kind of do any of those student type activities.

	U6	U7	U8	U9	U10
	I try as much as I can to put myself in the position again that I was when I was 16, 17, 18.	there was slight conflict in that I was getting the odd publication but clearly not performing strongly on research to the point where if I hadn't been very useful in other ways, then I might have been exposed	I started in FE. So, I ran the CIMA and training programmes in FE college in Worcester, which I did for a couple of years.	And there's not many jobs that you could do pretty much what you want. But who else gets in the morning to say what they want to research. You can write for a living and write exactly what you want. I mean as they always say that if you enjoy your job, you never do a day's work in your life. And I've been very lucky to have that as an experience.	I joined the labour party when I was there. But I never joined any of the kind of really organised student groups. So I always felt I was kind of peripheral to a number of things, activities at university.
	They shouldn't feel that there is a track that they have to follow or to feel like a failure if X, Y or Z happens at University or when they leave University as well.	there were people who were more on the teaching and admin side and I was kind of clearly moving that way.	So, the deputy principal of the college at that time, a guy called Terry Dillingham, brought me in and said, 'FE is going to die on its feet over the next 20 years,'	I guess confused is probably the best way to describe.	I had a good friend Kirstey and now, she's actually on Channel 4 and Radio 4. And she wanted to work for BBC. She was a daughter of diplomats living in Geneva. It was such a different world. It really was a totally different world.
	Did a postgrad degree at Bolton after TEFL teaching	Department Director of Learning and Teaching	I applied for the job at Worcester.	I was offered a job in Swansea University and took that because of the, just purely the security.	Applied for a Masters at Sheffield which was a centre for organisational psychology.
	"You should think about applying for PhD programmes." I wasn't being paid for it but it felt very safe and secure, and comfortable as an environment, and it was one that I felt quite confident in.	tap on the shoulder from the then Head of Department, someone was needed and...	that was my first full-time HE level job. Which was a good sort of kicking off point.	no senior colleagues to work with and so you know I was a slow starter in terms of publishing. But again it's proved incredibly beneficial now because I learned a craft there, you had to. If you want to publish, you have to learn how to do it. You have to do it yourself.	Pivotal figure, tutor, who found grant money to enable entry onto a PhD.  So I would never have dreamt of doing that. I would never have dreamt that I could be an academic. Never.
	Got a three year studentship at Manchester Met. Not much teaching.	Sometimes he just needs someone to fill a role and you think who can I ask and I think it was probably more that.	[Influential boss] If you want to go and get into that environment, you'll need a PhD at some point. And you really ought to register for one and I'm prepared to give you the time away from work to get you started on that process.'	And I've done the hard yards. I don't think anyone can question my citizenship and what I've done elsewhere. I've done the rounded job, always the admin roles. I always delivered large teaching and published. So it's been, it's made me the rounded individual you see before you.	And again, the fact that I was involved in all the politics meant I didn't really engage with all the other students at the university on the Master's program.  [Sheffield] So that's where my first academic role models emerged I think.
	Got a two year post doc at the OU instead of a job.	School Director of Education which would've been January 2013	I did my PhD here at Birmingham ...they arranged my timetables and duties so that I got a day a week and I could be here and get started and doing the PhD. So they roughly coincide throughout the same time as applying for the job in Worcester and starting a PhD, which was....	Growing. And you either cope or you go under. I've just, again formative, my parents, my father in particular was very much when he faced difficulties, there's no, you got to, his famous expression, he was a skilled craftsman he was. But he was sort of blue collar. His line was, "If you can stand, you can work."	Got a job at Sheffield Hallam to enable funds to complete the PhD. Spent 10 years there. Colleagues were helpful there developing practice.
	Joined Birmingham in 2002 after a tip off for a vacancy by someone he knew.	It was another tap on the shoulder.	Sort of a manager who really took care of individuals and thought about individuals and what would be good for them and where they	I went through a bit of, just before I left actually, I had a period where I was, I got completely disillusioned with the job. And I know I was involved in a really large European	Moved to Sheffield in 1996 on a 18 month sabbatical from S-H.

	U6	U7	U8	U9	U10
			would go. Have immense personal loyalty to him.	project at that time. I was travelling a lot and that probably contributed to it. So I wasn't seen. My daughter was four at the time. I wasn't seeing my daughter. I wasn't seeing my wife. And I was thinking this is not really what I want to be doing.	
	Was I as confident as that or was I as clear as that about what I was doing and why I was doing it? Was I as purposeful as that?" And obviously I don't know. I suspect I was.	I did that until summer 2015 and I'm now Deputy Director of Education for the college.	I moved to Brookes after five years.	Role advertised at Birmingham. Approached one of the relevant profs and applied. Got the job.	I think I was a mentor for other women definitely even though they were mainly PhD students of researchers, that came quite early.
	Again, this is something that I resisted for a number of years, is the idea of a career and the idea of applying for promotion or aiming for power and status in my job.	as an academic, if you display a vague air of competence at that sort of role, you stand out and you get asked to do things. And most people are either not obvious candidates for that sort of job or very good at hiding their abilities.	I'd finished my PhD the first year I was at Brookes. Yeah, it was just full-on teaching and just really good fun doing it.	Some senior colleagues who are good to work with.	And I think I was somebody who got things done and managed to get on well with lots of different people. So there were often quite difficult relationships.
	My mum has a series of sort of proverbs about getting too big for your boots and things like that. So, that was very clearly sort of communicated to me, I think at home, but also in an educational context and I carry it with me. I think it can be a good thing. I think it can also be really damaging and I've come to that more recently.	I'm aware of which issues will become big problems and my approach... my approach is largely fire fighting and stopping things from becoming big issues and stopping the university from seeing the area as being problematic. I think also, I just tend to manage to get on well with people I need to get on well with.	So, the last 18 months I was there, I was head of department there.	Obviously, the people who've been hugely influential. There had been critical incidents.	I've always run doctoral programs. And they were, these guys who would on a different site would hang out in this pub every Friday. I really needed them to get on board and it was really hard. But I went in there and would speak to them and found a way of being able to talk to people and get people involved. So that was probably the first kind of leadership role I had.
	The second constraint if you like, I think is a sort of resistance to being an organisation man. So my dad – excuse me – worked in the same organisation for more than 40 years. He was very conventional in that sense and he followed a very sort of specific and conventional career path. And I didn't want to do that. I saw it. I didn't want to do it. I thought it was boring. Unjustly, now, I think. So that was the second thing, sort of a combination of I think a sort of teenage thing which has stuck with me, and also a family thing.	And this university still, to a large extent, operates on those lines where if you're seen as someone who's more confrontational, you're probably not going to get very far. You can argue your case but you need to actually...within this university, you need to be reasonably politically aware.	[At Worcester] It's weird to use the term academic I think, because they were such teaching-focused institutions. I mean, research just didn't feature at all really.	And as part of that I was explaining how it is to be a senior colleague. And I think that one of the things that I did very badly at the start of my career was dealing with rejection. If a journal rejected a paper I submitted, I do nothing with it. It would sit in the hard drive and would never see the light of day again which is completely wrong. I mean you know if the journal reject something means that two or three scholars don't think it's up too much. I mean that doesn't determine the world of the whole academia.	[Sheffield Hallam] The business school is a really vibrant place to be actually.
	[Tip off colleague was a good colleague for about 3 years]. I think she's a very good practitioner of academic work in terms of teaching	in the past just been a tap on the shoulder. By the time you're moving into college-level roles, then you are going into full interview	[Worcester] Very teaching-focused, more laid back. People sat down in the staff dining room and had a	I'm right. I make the changes based on your recommendations but ultimately this is not a bad piece of work. And I think for junior	Research colleagues that she looked up to in her time there.

	U6	U7	U8	U9	U10
	and research. She takes it very seriously. She prepares very carefully.	processes and probably they would, you know, because they've already got their perceptions of you.	cooked meal with alcohol if they wanted it at lunchtime.	colleagues particularly, it's having that where with all the say, these people don't know better than me.	
	Every time I write a module outline, I use her template. And I try to live up to the quality of her module outlines, which were fantastic.	over the last five or six years, there's been a lot more of a move to centralisation and to things needing to be done the business school way	presented my first paper at a conference. The then head of that department [Oxford Brookes] approached me afterwards and said, 'You basically live within commuting distance of Oxford and we've got jobs coming up. Would you be interested?	But I think it is the thing that you know impostors in drama is apparently prevalent in academia. People just don't feel that they should be doing what they're doing. They don't feel worthy.	1996 I moved out, so I was project manager in a particular team. I suppose that was my first proper team but after some people. And also, I was actually called project leader actually and had a bit of a leadership role I guess in, this was the same place that I've done PhD in years earlier but it had changed its name to Institute of Work Psychology. So it was still a kind of independent research institute of University of Sheffield.
	In terms of teaching and research practice, I kind of looked to her sometimes as a model in that way.	I was School Director of Education, I probably managed to preserve more of the things...not just within economics, but around the school, more of the local practice that was working well	That head of department was influential. So the first term when I moved to Brookes, the deal was how I finish my PhD. So I moved to Brookes. They paid me for a term with their timetable.	I don't think there's anyone who, there are some exceptional people and assholes an equal measure who consider themselves to be fantastic. But most people think, "You know what then? I'm stretching myself here." But it is getting over the stage saying, "Okay, that may well be the case but that still doesn't mean that what I'm doing is wrong and what I'm doing isn't good enough." And I think it's having that realisation. So that's been incredibly important.	Then management school at Sheffield. Until 2005. Head of School influential for promotion to Senior lecturer and then professor. Then Director of Research.  Interesting female reverse role model at this point who lacked political skills. P12.
	[Early academic] I think it was a combination of alternately taking my job very seriously and trying to do a very good job, and other moments not doing a particularly good job and not taking it very seriously. The working context at that time here was very, very laissez-faire.... They weren't targets.	So then I went into an interview process for both roles and I was given the deputy role, which was actually the one I wanted.	Pivotal colleagues. that's probably why I ended up in the teaching side of things rather than the academic side of it. There's a huge encouragement to develop your teaching practice and assessment practices and all that kind of stuff.	I like to think the colleagues, students, seniors see me as a decent bloke. I'm not stellar. I'm not outstanding. But reliable pair of hands, does the job, doesn't take a piss. He's kind of believes in what they do, just what people should be so nothing exceptional or maybe I'm just naive.	I said you know if people say what I'm like, they'll probably tell you I'm nice. But actually I work so hard at kind of, getting on with people, the political skills, the alliance skills, all of those kind of things. And I think you have to work really, really hard at that. And I think sometimes, that becomes invisible and I think it's also very gendered when people say it's nice. You're very nice so you get on with people.
	If you didn't meet them, nothing would happen to you except, you know, you might be sort of ignored or marginalised slightly, but you wouldn't get promoted and so on.	head of college, the PVC Education, and others involved.	And Kathy, Katherine, and I went through that journey together. And we redesigned programmes, modules, teaching practices, assessment practice, all sorts of things as a group together.	I think with Birmingham there is, it's a very traditional university. It's highly bureaucratic. I think it's a good university. I'm proud to be associated with it. Not always because some things happen and you think but generally in terms of what it does, what it delivers, what it stands for, it's a decent university.	And I don't mean that in a cynical way. I mean reflecting on so I think that was when I really started to learn the importance of alliances, the importance of really trying not to be nice to everyone, to get on with people.

	U6	U7	U8	U9	U10
	when I left in 2007, I moved to another lectureship. So, I moved sideways if you like, to what the league tables and the Vice-Chancellor here would describe as a less prestigious institution and I felt quite proud of that as a career move in a perverse sort of way.	I think having had an understanding of how a department of the school operate really is needed.	it's when the post-'92 business schools were really starting to find their feet I think. So a quite big student growth and a lot of changing from sort of quite traditional teaching onto basically sort of teaching that we'd recognise as good practice in teaching today.	This Business School again, I'm having a very positive experience of being here. It's, I think it's a good, it's generally a good place to be. It's a good place for scholars. It's a good place for students. I'm still living in Cardiff. So the fact that I've been here five years tells you something about the institution. I've not moved on in that time. And unless something fantastic is on the horizon, I've got no plans to do so either.	But also the biggest thing I learned there which I've never ever forgotten is working with somebody who didn't have the courage to give people bad news. And that is just awful. So she would say to people you know, somebody on a temporary contract, "Oh yeah, we'll get you a job." And there wasn't a job and I thought, for me that's absolutely. Now that's something that's really shaped me because I actually think it's absolutely crucial to sit and talk with people and give people bad news.
	It [Birmingham then] was pretty widely recognised, I think, as a backwater. The business school as such didn't exist. There was a department of economics and a department of commerce, and I liked that a lot, in again, in that sort of slightly rebellious way where you don't want to work in a proper business school.	...the way the college structure works effectively is the university delegates authority to colleges, but most of what the college is doing is telling people what the university expects them to do, and I think if you hadn't actually done the roles, and you really wouldn't understand the impact of what you're then asking other people to do.	Well, that's how I got the job here, which we'll come on to that. I came here when Birmingham's NSS score in the early days of the NSS for their accounting degree was the worst in the UK.	Example of a reverse role model in industry.	before I came here people said to me nobody ever gets promoted in the business school. . . they never get through college. I said you're not advocating for your cases. We're not putting anybody through unless we think they're really good. And we really worked hard with people and they've all got promoted.
	Worked in Essex for a year	I think I have more sympathy for him having done that job myself than I might otherwise have had. So yeah, I think it...it maybe makes you a bit more patient and a bit more understanding, having gone through a job that wasn't particularly pleasant yourself	And so, that kind of development programme redesign work...that stuff that was developed with people at Brookes and still informing what we do today.	Leadership is about making a positive difference.	well they did because they're great people but that meant I have to have conversation with people who said I've been put forward the last three years and not got it. And I said we will work with you to get you through the stage but you're not ready. And I think you have to have those really difficult conversations.
	Then Exeter for 4½ years	good working relationship with the College Director of Education	I never thought of becoming a leader. So that was another thing. So it was a really cooperative group of peers. And I would have just said as for most of that time at Brookes, I would have described myself as being just a team player in that team to do that.	I'm happy with my research. Obviously I'd like to see myself with the chair in a few years' time.	doing a study of Rolls Royce managers . . . he devised a series of competencies in conjunction with Rolls Royce managers. And one of them was courage and I thought that's really interesting. I wonder what people knew about courage. And then it was in the next few years I really, just working with somebody who I felt, and it's a terrible thing to say about somebody else but working with somebody who I felt just didn't have the courage to say to people no and couldn't believe it when anybody



	U6	U7	U8	U9	U10
					challenge them. I thought, I learned a lot from that.
	Then Loughborough for a year, as a Reader	You find yourself dealing a lot more with people in professional services.	The point when Laura retired and they were looking for a new head of department, I was approached to do it.	Yeah but again not on cost of doing a job in a way that I think is right. I don't think I'm capable of doing that anyway.	Did a Director of Research course at CABS. Met a number of people who would become influential.
	Then a colleague tip-off, joined Birmingham as a Reader in a sideways move.	Formally just about restored some semblance of work-life balance which was pretty much disappearing at times when I was doing the business school role.	The then dean came, tapped me on the shoulder.	I mean I think again you come back to the formative period, your family instilled principles. It very much came from family with me. And it's very difficult to go against that idea. Yeah, progressing but progressing in way that I'm comfortable with.	I met a whole number of people who've had, I think that was the first time it felt legitimate to have a management role. And then I did, devised some of my theories about academic leadership which probably a bit now but the idea that people don't like, so need to call from people who do it and I think we're celebrating more.
	"Okay. I'm in a job where it's not a good terminal state. I'm employed basically to carry someone else's bags." Both of which I kind of like because I feel it tells me something about those people and the context that I work in which is important to remember that there's a really powerful norm in operation amongst some of our colleagues that you should be ambitious to be a professor before you're 35 or 40 or whatever	I'm willing to take up quite a lot of strange jobs	And so, it was just there was no application process, nothing. Just moved straight into it.		So I always say to people when I look at the CV's, I would ban the word admin because actually you're doing leadership. You're doing academic leadership and it's really important.
	I like being in that position because I'm happy in my job. I think I'm reasonably good at it, better than some, not as good as others but, you know, I feel okay with my professional practice.	As seen as someone who'll take these things on, maybe sometimes take too much on, that I'll just do things which seem interesting even if they do create extra work for myself.	I found it rewarding in that you were in a position to contribute more and help people you work with and that kind of stuff. I don't think I could say I really necessarily enjoyed it.		I realised that because I had a particular kind of expertise research where I had a good CV which meant I have some credibility.
	I'd like to be paid a little bit more but that's not an absolute thing	it's probably fair that I'm more interested in things higher-level and across the university and less interested in dealing with day-to-day stuff of is this person not turning up to teach at the right time.	Brookes is teaching. ...it was a really confident organisation as well because they said, 'We are absolutely the best teaching-focused university in the UK, possibly in Europe.' And that's what we do. And they were and it was.		In 2003, set up the research methodology group. So there was the external recognition. There were the things that I published things. Those part of my life, a recognition that you could be an academic leader.
	I like being a Reader because I feel that I can say no to things.	In a state of flux. I understand the college role as being a friendly and fairly informal setting. I don't think people are expecting that to continue with the new head of college. He seems much more business-like. That's not a criticism of the previous one or the new one,	I absolutely know what I'm talking about when it comes to programme structure, programme design.		A colleague said to her, "I got to the situation, where I just cared too much." And I think that was really significant because I learned about how that is really dangerous. It was time to move on with an incompetent leader in charge.

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		it's just...I think the culture looks like it's going to be very different.			
	I'm Director of Undergraduate Programmes in the school and I'm responsible- notionally responsible for you know, about 5,000 undergraduate students. And I like doing that.	I would say I'm not ambitious. I tend to take jobs on if I'm convinced that I'll do them better than the alternatives.	Attention drawn to the Birmingham advert by the Acting Head of Department, due to success at Brookes. Applied and got job.		Cary Cooper was leaving Manchester opening a chair up, applied for and got it. 2004.
	I don't want to work in a job where I have little choice as to how the job is designed. It sounds quite arrogant, articulating it in that way, but it's tremendously important.	if I'm thinking up to retirement and what was the last thing I do, deputy...probably vice chancellor for education which is very much kind of quality assurance focused and the sort of things I'd do in my current college role but across the university level.	I was the undergraduate programme lead for 18 months where we redesigned the programme, updated the teaching, that kind of stuff. The then head of department retired ...and that's why I ended up doing head of department for a year.		I was also first professor after it had been merged within the University of Manchester so people were really unhappy. So I came in as a fresh face and newcomer which gave me opportunities. It gave me opportunities. I didn't recognise that at the time. It gave me opportunities in terms of academic leadership because I wasn't associated with any previous parties.
	[Influencers] do still try to identify older colleagues who's sort of professional practice I feel is a model of some kind.	Then my thought is how do I take 20 years getting there...15 years getting there if I want to do that for the last five years.	And then towards the end of year was head of department, became head of education. So I'm just...so I've done two years as head of education.		[Manchester] I run the PhD program for a couple of years and then became head of department for about 60 to 70 people and then became deputy dean. That was all over, I was there eight and a half years, all over an eight and a half year period.
	Professionally, I seek out people who have an ethic of some kind in what they do.	So...I mean I don't have any particular plans of what to do next. It's possible I might at some point become College Director of Education, it's always possible I might do something very different.	So as head of department, as head of education, we've not really been able to make any decisions.		Advice from an influential colleague. He said you got to think if you want to be a dean. And if you want to be a dean, you got to stop going to conferences with people you like. And start going to conferences with people you don't like. And I think he meant you have to start going to accreditation conferences.
	for me, it's very important to start from the point of, "What's the right thing to do here?"	For example, we have the Birmingham International Academy, in terms of foundation programmes and other overseas things. I would quite like at some point to go and be the academic director there.	compared to Brookes. There was just so much money and so much resources. It's like absolutely spoiled, really. I've never had anything I've asked for financially here turned down ever.		And that's because I realised that academic leadership is totally consuming. And I remember her saying, "You'll never do the job well. You'll never be able to write anything again if you don't work 24 hours a day." And that made me think an awful lot.
	I teach and research management studies and organisation studies . . from the perspective of managerialism and instrumentality being potentially very damaging, and certainly not a starting point	It's looking for things which I think I could do reasonably well which would be reasonably interesting, but certainly have no desire to rise up to PVC level, let alone anything above that.	So my three years will be up relatively sooner. I said I'll do another three years, just so hopefully. Everyone does some interim. You don't get appointed		The dean was significant anyway because he had confidence in me. And also I learned gendered things about, there was one point where the other deputy dean, there were two of us. I discovered he was

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	that you want to start from when you're thinking about managing and organising things.		permanently. These aren't substantive posts.		earning twice as much as I was. And that was very consuming.
	I suppose for me there has to be a kind of coherence between what I teach and research and what I do in my job.		[Colleagues] He probably doesn't realise quite how much influence he's had on me in the way that we do things, because he's been around this type of university a lot longer than I have. The current pro-vice-chancellor for education, is...yeah, she's got very fixed ideas about how she thinks she wants to do things.		I learned a lot from Manchester. When I went to Leeds and I learned a lot from the dean there. So in terms of who I would call on now, I got to Birmingham I don't know too much yet because you have to work out with the right people.
	it reduces the work that we do and people that we work with to means to achieving that end, rather than ends of themselves.		So the influences tend to be there's a couple internally, but probably more externally		The dean at Leeds who I worked very closely for three and a half years once I left Manchester. He's somebody I'll ask advice from. I did the other week. And he still asks me for advice.
	I left Scotland when I was 21, essentially as soon as I could. And I haven't really felt a strong pull to go back, but at the same time, especially recently, I've felt more proud of that kind of background and heritage.		I've been away from Brookes nearly five years, so I'm allowed to be an external examiner. But the people who we worked on teaching with teaching development, I still run ideas past them an awful lot and vice versa.		And I feel a lot more confident in myself now. But there are still kind of things where you think actually people won't think you're up to the job because you talk funny and you're not kind of, and increasingly I realise now that when you feel any different and you don't fit it it's because you're surrounded by Oxbridge people. You're out at dinner and discussion get something about which college, which college you went to.
	I think I benefitted from the teaching that I did in my 20's even though it was language teaching		It's a bit hard here. In terms of the education agenda, it's quite a lonely kind of place. There are a lot of people who are reluctantly involved in leading education. There aren't many people in senior positions on teaching-focused contracts.		So things like that, so sometimes and then of course when I was on the ref panel. It was like right you know maybe you should start believing that you do know what you're talking about sometimes.
	I haven't really talked about my partner, who's also an academic. But she is a very strong and powerful influence...		we've just been putting the University Senior Leaders Programme. So we've had to reflect on this kind of stuff. I think my approach out of those years at Brookes that were really productive, it's just trying to building consensus and it was all coalitions of the willing to do stuff. And that's the approach I take because I have no line management.		I think it's useful to be able to talk to people, to talk to anybody and to take everybody equally seriously. And I think it was actually paying attention to people who were not necessarily vastly important in the hierarchy but talking with people.

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	she's probably one of those people that I mentioned that- who I think has good judgement. Not always but most of the time.		So, my lived reality and my personal beliefs and values are at odds. So it should be an interesting kind of disputation. I think probably for the first time, the things that we're being asked to do as a school, university, as academics within there and the things that you value are kind of going. So the whole kind of marketisation agenda which has taken over.		And I thought well actually there is something about being able to have conversations that are not necessarily work conversations and to try and remember people's names and the names of people's children and things like that. And I think, actually a lot of the things I've got done over the years had been done because people in relatively junior positions have been really keen to work with me.
	[Describe yourself] A middle aged white man who's trying to do some positive and progressive things at work.		Birmingham University, it probably wouldn't get into the Russell Group if it had to reapply today.		I think it's the best bit of advice anybody ever gave me which was he said, "You have to remember that you're not the same person anymore." And he said, "So although you feel like you're the same person." He said, "When you go out in the corridor, if you meet somebody that might be the only conversation they have with their line manager in a month. For you, it's one of 28 conversations you have every day. For them, that might be the only conversation they have with their line manager."
	[Workplace today] I think it's too big. I think there are too many students, not enough staff. It's not a comfortable place to work for a lot of people and that makes me unhappy I think.		The school is good. The school's ...starting to get a vision of what it wants to do.		So I've realised that because the conversation you have is mostly can be and it shouldn't really be the case because of your position. It's often more significant to that person than it is to you just because of your position.
	The person I think of as the most pivotal figure in my sort of working life is the woman at Bolton who encouraged to apply for a PhD, who died a couple of years ago.		So I think, you know, helping to build some post-graduate teaching here would be absolutely fine.		No matter how delighted you are. No matter what you're doing, no matter whatever, you will always be the dean of the business school and you have to be really careful.
	I would like to be promoted and recognised at some point, but if it doesn't happen, frankly I don't care. It's not that significant to me.		Because widening participation is mostly about how do we recruit students into universities? We've done very little in terms of once they're here, what do we do with those students? So their final outcomes are as good as people from other background, from more sort of traditionally privileged-type backgrounds. So it's building sort of...we don't do much around		I suppose I see myself as the same kind of person. Sometimes I have kind of out of body experience where I can't believe I'm doing this. But it's not, when I walk down the path and I'm proud to be doing in business school. But it's not as strange as when I used to walk down the University of Manchester down at Oxford Road and see the wonderful places and see, my dad used to take us to the museum in

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			building cultural capital for these people kind of stuff.		university when we were little. And to think if only mum and dad had seen me doing this, they would never believe I was a professor at the University of Manchester. They would never believe it. But that's kind of out of body thing.
					We're a great business school and hopefully getting places. I don't think anybody in the university understands how big an organisation this is to run. But it's a great business school I think and I'm very privileged to have this job I think.
					I just want to be dean of this business school and have a really, enjoy it and I do enjoy it. And I just want to kind of make the most of being dean of the business school. So I don't have any aspirations to do anything else. I'd rather retire. I'm 56 now and I'd much retire at 60 than do anything else.

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	<p>And this particular teacher argued for me that I should go up to the eight- well, the first stream class in the next year although I wasn't justified on my exam performance because she had identified my capabilities in arithmetic maths and the other that brought me down. And that was crucial because it was only really the top class in the years that enabled people to take the 11-plus exam which at that time was a selective examination for going to grammar schools</p>	<p>My mum... was a nurse teacher. I'm not sure if it influenced me in any way, but I suppose she's definitely someone who has been teaching who is in my immediate family. my dad was a GP. So I suppose education was very important for him. my mum and my dad come from a family background where they are the first people...my mum, she really so much in teaching and training that she did further education. So later on her life she did her PhD after I got my PhD, she actually did her PhD.</p>	<p>I wasn't particularly conscientious and not particularly academically interested, and certainly I'm not forward-looking at all, which is probably a broader question . . . not to be thinking in terms of going to university. Just not thinking of anything. Very much focused on the moment I guess as they say these days. I was very sporty as a schoolboy. I guess the background was that the wider family that I come from is a family of academics. And I guess I was exposed to that kind of interest in terms of — not explicitly — in terms of having conversations about the future of going into university and stuff</p>	<p>My mum's both parents were teachers at school. My grandfather was interested in Egyptology and so kind of you know from the early age, kind of brought me into reading. And somehow I also went to kind of school which was Mathematics, you know, kind of driven. So specialisation was in Mathematics and Physics so I did a lot of anything extra I could do because my parents were at work, I've always been at school.</p>	
	<p>When I took the 11-plus, I didn't pass the first time. They had this strange situation where if you were marginal, you had what they called a recall and that was an interview. And so I'm at marginal, went for the interview and then was allocated to a school that was previously a commercial school.</p>	<p>I think she [Mum] struggled when she was a kid because ...she had to raise her brother and sister. So she was part of a large family so she struggled to be able to study as she wanted. And my dad was also part of a...he was raised by one woman, my grandmother. She was not very rich. So education was extremely important. My dad also put a lot of focus on education. One of the things that was really important to him was that I did well. So basically in this environment, I studied.</p>	<p>My parents are both teachers [primary and secondary]</p>	<p>And I saw kind of our class teacher, you know, kind of the head, whatever, I don't know what you call it, class leader. He was a male. He was a very precise and he actually expected a lot of us, and somehow these, you know, high expectations were something that I aspired to and so I kind of pursued academic career further after school, I went into university which I don't really remember much, you know, it's quite a while ago. But I remember it was a generally positive experience. It wasn't something that I chose because basically my father sort of, to some extent, forced me to choose a particular specialisation in Foreign Economic Relations because he felt that that was something I would enjoy doing.</p>	
	<p>by heading out to another school in an outer area which wasn't so top level. It meant that I could shine there and I eventually became head boy of that school which is the senior person in the school, and I was the only person that was ever head boy in two consecutive years in both my Lower Sixth and Upper Sixth. I was the head boy for a variety of reasons, not just me, it</p>	<p>So I was raised as a kid to have good grades, okay? So good grades were really important. So if I didn't get good grades my dad would be really unhappy and my mum as well. my dad was a very strong person. I suppose he has an impact on leadership, but both of them...I was raised in terms of studying well, so I was a very serious kid. Doing well at school.</p>	<p>I was quite a decent sports person going, you know, representing the school, that kind of thing. So, that was kind of my main focus. So, my parents were very amused when I was made a reader, because that's the one, you know, one of the things the family made me do when I was a kid. I had a bit of travel to doing sports as well. So, that kind</p>	<p>I mean we have lots of brilliant professors for instance who are mainly men, and one of them was fundamental in me transitioning to the UK. Because if it wasn't for him, this wouldn't ever have happened and I wouldn't be talking to you. And I would never end up in academia. So, I manage to get a waiver for my Masters' fee at the UK Institution at Leicester Business</p>	

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	<p>was circumstances as well. I did very well and the whole train started with that teacher when I was seven.</p>		<p>of takes you over. And I was fitted in school where it was possible.</p>	<p>School through this particular gentleman who originally established relationships between my institution and his institution and then ensured that I do get one of those, whatever it be. I mean, I don't remember what exactly happened but I was very privileged. And then once I was in the UK, I've met my kind of future PhD Supervisor whilst I was doing my Master's and so, I think they were kind of fundamentally important people at every point in my kind of career progression, my kind of life transition.</p>	
	<p>I think I had high aspiration so I think that was partly my parents wanting me to move out of the inner city.</p>	<p>I wasn't quite sure if I wanted to go into academia. You know, I did well in school, you know, primary school, secondary school. I went to university and then it's maybe more at the master level I wasn't so sure what I wanted to do and then I decided okay, I'm going to be doing a PhD, but it was reinforced by my family in terms of education wise something that was still in a positive way. And my parents were also able to support me in terms of my studies. So even though I studied two years in France and then I moved to Canada and I worked as well, but my family was able to give me the money to study up to my PhD in addition to what I'm getting myself in terms of money. So I suppose had a positive environment in term of going to university and further studies. And I suppose that helps in that kind of environment. It's not like I had to fight my family to study. It was seen as a good thing.</p>	<p>I don't think it should be underestimated just how clueless I was up until, you know, a big dividing line in my life. But I'd say the major dividing line for me was in the...just after Christmas or whenever it used to be in my sixth. And I got rejected from everywhere where I'd applied, because my predicted grades were so lousy (laughter) because I just didn't put any effort in whatsoever. I was still messing around, I had my first year-First year sixth exams was moved so I could play cricket. So, it was, you know, I just wasn't at the races. Otherwise, I'd...so, that just basically made me realise that I faced being out on the job market in a matter of months. And at that point, I just flicked a switch and started working 12, 15 hours a day, did more work in those three, four months up to the exams I had done in the rest of my secondary school combined I ever thought.</p>	<p>[describe the young you] I was, yeah, rebelling against everything and I wasn't the follow- I was definitely...I had some interesting leadership traits emerging. I was cross with my dad for not being there or when he was there, I was cross with him for being there. I mean I was very supportive and helpful of my mum as much as I could because I saw that it was just impossible especially with me and my younger sister who was seven years younger, so I did a lot of mothering actually like after school, it was something that I had to take on. I was very fascinated with going abroad, with international travel. So I did a lot as much as I could in terms of kind of learning about languages, et cetera, et cetera. So, I mean at the time I was learning English and German. So, well, I don't know, you know when you are young, you don't really know what's going to happen but I knew I was meant not to be whoever I was.</p>	
	<p>[Parents] in terms of what I was doing and what they wanted for me and they were very supportive the whole time throughout my life so, yes, they were key in developing me and I think promoting the personal aspiration so, yeah.</p>	<p>I'm very curious and so if I ever have a problem to solve, my first instinct is to look for a book.</p>	<p>So, I don't think it...it's all a bit of a shambles, really, my dad didn't really have a subject for me to do when it came to going through clearing. So, my dad suggested something, suggested because we used to talk about politics and stuff . . . So, he suggested that, and</p>	<p>[reflect back] I have two boys. And I basically, I just fill their time outside of school with a variety of activities. Because one thing I didn't do much, you know, despite my parents have invested heavily into my education and sort of extracurricular education, I didn't do much sport</p>	

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			that's what I did, and in particular you know, I just fell into everything, really, just reacting to events really as they happened.	and I'm doing the opposite, I actually think that sport gives you more kind of social skills as well. So my boys are doing a lot of sport. They're doing theatre which is more expressive and creative but beyond that, I think we've got four evenings a week where they're doing either swimming or gymnastics or skiing or football.	
	I know people are unhappy about selective education for a variety of reasons but it can work, but it may only work for a few and I'm one of the few. And as I say, I did have the aspiration for the top but I didn't make that unfortunately in terms of the particular school. The route that I took was the right route for me and so the selective education system worked incredibly well for me.	You know, I'm French and I moved to Canada when I was 20 to study and I studied 10 years there. I'm both French and Canadian and I moved back to Europe...there's an element of freedom and discovery I think in academic work which is an international component and understanding the other is also important. And it fits with my personality, I suppose.	[describes himself at the time, with a view to the sports prowess as] Competitive but not sufficiently ruthless.	[influential figure] In school, there was a History teacher who was tremendously different. I mean, I wouldn't say that he was my role model but I thought that I had a lot of esteem, you know, I was very proud to be in his class and he was the only one that could just basically walk around the class and talk for hours without looking at anything. And for me, that's kind of a little role model in terms of the modelling behaviour of what the lecturing should be like.	
	I'm a typical introvert; quiet and difficult in social situations, I'm the one that tends not to talk and things like that, that's my normal personality. In the secondary school, I became involved in amateur dramatics, plays and soap drama which was just a separate club, it wasn't part of the curriculum.	presenter of a documentary show which was about travelling and the world and accessibility and everything. He's actually become the minister for the environment in the new government, but then he resigned. He wrote a biography about his... evolution. And I know it's nothing to do with academia, in a way it influenced me a lot in terms of going across the world.	[becoming an academic] I probably felt that I wasted my undergraduate times as many students do. When I got into my final year, I think that the person who became my first professorial boss taught me a course I enjoyed very much. And that kind of triggered an enthusiasm. So, when I got to that Christmas, I remember that I started to think about postgraduate studies to right some of the wrongs of the previous two to three years. And then, that turned into doing a PhD. And at that point, my professor was bringing along research grants....he wasn't hugely convinced with me at that time, because he told me. But he got a research job managing his developing research centre that I went for it and got it.	these particular ideas were reconfirmed when I was doing my Masters in Leicester, and we had this Canadian professor who was just... I mean seriously I would just sit there and I would just stare at him and everything that he would say I would remember. Whereas in other classes, none of the material that was going in where I would remember and I would be able to recall. So, I think it's a particular maybe style and it's the way that he kind of facilitated the discussion and the way... I don't know. I think it's a treatment of somebody as an adult rather than a child.	
	I think without that, I wouldn't have been able today to stand up in lectures and so on, so that was one thing that has enabled me to be able to give a face to the world	I had good relationship with one of my primary teacher when I was six years old. Then I had a very good relationship with when I was in secondary school was a woman...she was teaching French	[professor was] he was quite charismatic I suppose in his own way . . . he seemed to be doing something that was interesting. getting a job within the lab makes you finish the PhD. He didn't give	When I finished my Master's degree, I decided I needed to stay. I mean I couldn't go back. So my next point was, well, shall I do a PhD? So basically I applied for a PhD and I was just so lucky because the guy	



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	which isn't necessarily my inner sort of personality.	and Latin...she was a very strong woman. And she encouraged me a lot.	me a massive amount of time off, but it was a role where it was going to be feasible to finish the PhD while learning	that I've met during my Masters has said to me, listen, I've got a scholarship for you, come over. And so I didn't even look back.	
	When I was in the second year of secondary school, I think it was still my dyslexia that was creating problems and one of the problems was being able to study a foreign language because the words and the letters and so on, I had real problems. In one of the examinations at the end of the second year, I did incredibly badly in the French exam. I think I got 15%, 1-5. It was a disaster. It was suggested that I found something else to do which was very sensible.	And then I had a very good relationship with the French teacher. So he was really supportive and encouraging and I really like his style. So I suppose it influenced me. Yeah, if I look at role models at the time that I remember that...and I would say up to my 20s.....my class needs to be very interactive and needs to have a contact with a student where we create the knowledge and the understanding together. And I suppose he had a little bit that way of doing this.	[describes himself then as] I think you get at the age that you think you've kind of made your mark, and what does that actually signify in reality? The reality is that you're still fairly callow. Particularly, I was only 25 or something. I was also — through the job — moving into a different area of academic study. So, I kind of started from scratch then as well.	So this gentleman, Professor X, he was the one that kind of picked me up. And I kind of I spent...I think I ended up doing...because I've done two years of PhD and then I saw an opportunity at Leicester Business School and so I applied for a lecturer. Because in the meantime, I was doing a little bit of part-time teaching, tutorials, and that's what happens isn't it with PhD students. And then they felt that I could be a good candidate. I think it was my second application. The first time, I didn't get it. So they invited me for an interview but then they felt that I wasn't experienced enough and they then kind of spent next half a year trying to develop my kind of teaching skills. So I think, yeah, and then basically I just ended up working and then finished my PhD once I was ready in the full-time lecturing post.	
	[Teacher] he offered to teach bookkeeping and accounts as an extra subject, and a small group of us took bookkeeping and accounts and so that was my first introduction to accounting and my math skills. I really did well in this, this was what I was. And so I did that at O-level and then I did it as one of my A-levels, it was most unusual but it was an A-level subject available and I did it alongside economics, at that time-	I got a stipend, like a bursary...but it also means that I was working with my supervisor at the time. So I managed to work with other professors. So it gave me a first feeling of a different understanding of what academia was about at the master level by being able to talk to those people.	I was September birth. So when I was at primary school, that gave me a big advantage and I was quite a high flyer. And also, I was probably more diligent than as my parents would say. I then decided to take the 1980s off. I've been really engaged with academic work in that period before the A levels. And so, you know, it's a very steep learning curve. I mean, I've gone from basically being nowhere and playing sports all the time, suddenly to doing a degree of political thought months later. And then I was doing PhD and went into a job really within five years. And it was, you know, I was conscious that a lot of people have been diligent for years before, and much better read than me. And so, I was just on a different path. So, I was on a very steep learning curve.	[One key L&T person in early years] you have to do a bit of like 15-minute, 20-minute block of teaching and then they record you and then you watch it back and then they deconstruct it to the most important moments. And you sort of you realise how helpful it is. I mean now I think it's one of the best things I remember and I can recall was, where one could make an intervention in improving teaching straightaway. So she was one of those people.	

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	<p>When I did my A-levels, I had a problem because I hadn't done a foreign language [inaudible 00:21:27] at that time you need to what they call matriculate to be qualified to go to university, you have to have O-levels including Maths, English and the foreign language, yes, as well as your a-levels and I didn't have a foreign language so that put me down to about three universities.</p>	<p>I did a PhD in urban and regional studies, okay and I think it really fits with me because I really...at the time I was very passionate...I'm still passionate about cities and regional and understanding and I think it was really...it was a good environment in Montreal.</p>	<p>[Working with the professor on executive education courses and students was hugely influential] And within about six months to 12 months, I would say my outlook was completely transformed. My recognition of the worth of the PhD was completely transformed, my teaching ability was completely transformed, and my desire to actually operate not just within academia but outside academia was established. That's never stopped.</p>	<p>But then another colleague that eventually became my boss, so he was the Head of Postgraduate studies, AB, and who is now I think Head of the Business School in Derby at Derby University. So he kind of again has noticed me. And I think it's all about this isn't it. So, you know, sort of the leaders have this ability to see whether you've got somebody who is a doer and they pick you up and they give you responsibility and that's what happened to me.</p>	
	<p>But in the accountancy profession, the vast majority of people at that time didn't go through university. You could become a chartered accountant by taking up a training contract. In those days it was called Articles of Clerkship with the professional firm. And I joined this professional firm</p>	<p>I think work for the Montreal Metropolitan Planning Organisation which is a local authority organisation. Even though I was doing research, it was a very political organisation . . . I wanted more time to really explore stuff in that, have time to reflect. Yeah, and I...so I realised, yeah, actually I don't want to continue in a non-university environment.</p>	<p>[institution was] See, that was small. It's quite old-fashioned. A lot of the people who were running the place where kind of UKU lifers. So, people that would be in their 60s. So, it was quite old-fashioned, old boys basically running the thing . . . pile of paper everywhere. A lot of it, you know, an institutional memory within about three or four people. So, they're of a size where that was still feasible.</p>	<p>So I've worked for Leicester Business School for about 13 years before I moved to Birmingham just three years ago. So he picked me up in the first or second year, and basically I've progressed fairly high up in my career, so I was you know... Before I left, I was in charge of five Masters Programmes. I was running the...you know all the kind of boards, et cetera, so it was a horrendously heavy administrative role which was also kind of coincided with a lot of teaching. So, it wasn't really a research-focused role. That's not...you know, at that point you kind of you reach a point which you say, well, is this really what I worked for? Is this what I really wanted? So that was the reason why I had to go down in my role at Birmingham so I can kind of develop other area. So, I'm working on my research at the moment and sort of writing heavily.</p>	
	<p>So I went and I had- because I had A-levels, it was a four-year training period and again I did very well in that. So I received a number of prizes so that really helped me in getting a job afterwards.</p>	<p>this is also when I decided to...for personal reason... to go back to Europe. So again, I applied to two jobs of researcher, one in Glasgow and one in UKU. And I got the one in UKU and I moved back as a researcher here.</p>	<p>So, at the beginning, it seemed to be the end of a previous era ran by people from a previous era. So, there's kind of a switch-over I think in those early years.</p>	<p>[Early developing career] Well, I wasn't experienced enough. I mean I may be new to the subject, very small tokens, you know pockets of subjects that I could juggle. I think I lacked confidence and because you don't have experience so you haven't read wide enough. It's very difficult to rely on your charisma regardless of the fact that you do have charisma. So, it was quite interesting. But I think there were a</p>	

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	<p>in 1965 there was a major change in UK tax legislation. I was given a lot of research to do on the tax, on these new things, so it sort of got me into research, a different type of research but research and I really enjoyed doing that, looking for new things in the tax legislation and so on.</p>	<p>[worked for a director] He's very good at mentoring young people. And also he helped me to reach out of the institution . . . I realised if I wanted to become a full academic, I needed to develop a communication and develop on my own as well or internationally with other people. So X gave me the opportunity to . . . reach out to 13 other universities and just start building my own network. . . And I would say it's when I start building my leadership around the field as well in a way.</p>	<p>the way in which the university's dealing with research centres. So, basically, I just had my contract changed . . . I was asked if I was okay, and I said, 'Fine.' So, there were some changes going on. So, again, wasn't really any great agency in my path.</p>	<p>lot of people that I have...you know behaviours sort of I've emulated. So, I've sat in classes and classrooms. I've done kind of a lot of watching, observing, and kind of reflecting and what can I do. And actually eventually I think it was interesting sort of at some point in time when I think I was already a Principal Lecturer, there was a transition in the sense that I was the one giving advice to all of the youngsters.</p>	
	<p>I flipped through an accountancy magazine at the job adverts and something caught my eyes and that was a fellowship from the Institute of Chartered Accountants. Members of the chartered accountants who were interested in going to university and a possible career in teaching. And the idea was that they would fund a master's degree programme, and the salary for a fellowship which was equivalent to what the salary I was earning so it wasn't that I needed to have a lot of money to fund myself, they would fund me. And so, this looked incredibly attractive.</p>	<p>[institution] The centre was great . . . unfortunately, I realised as a younger researcher you have to be careful not to be exploited. Also because at the research centre you had to generate two times and a half your salary and it's very difficult as a young researcher . . . the problem was also that the university was not so happy with our research centre because we were two research workers so they're not teaching enough. So I also realised very quickly that I needed to shift from a researcher to a leadership position if I wanted to make it. So I start working on that to try to get the promotion from a researcher to expert. And there is no clear pattern, there is no clear way, I'm not even sure there is still a clear way to get to have this, but I was...I found enough of a support within my research centre to get there.</p>	<p>That was changing, because obviously now, I've got reporting to the school, and I have responsibilities like sitting on committees. Everything's back to teaching. So, yeah, we had some legacy grants that we were still doing. That went on for a few more years. But then, he was then winding down that i was having to deal with being part of the school. So, we kind of, you know, just a gradual sort of moving away just in terms of our...yeah, things would run its course in terms of that he was looking towards retirement. And projects that we did together and finished [inaudible 00:36:19] two or three years of doing the lecture apart from the...and I obviously was starting to take on things from the school. So, it was just a natural process.</p>	<p>It's very strange because inside you... and I don't know whether everybody feels this or not, but inside you, you don't really know whether you are experienced enough. But then you do start to build that confidence and recognition in yourself. When somebody comes up to you and you help them and you see the difference and I think that's kind of quite important.</p>	
	<p>This seemed to be the answer to everything. It enabled me to do the university course and I had liked the idea of doing research and the master's degree I did was entirely by research so no courses, and so it was a sort of preparation for the PhD.</p>	<p>I learned really quickly that actually, if you wanted to build your career, you had to go out. And it's just something unfortunately that still applies now. What I miss, though, from that time is that because it was a research centre and they had good linkages with organisation across, we had a real impact and...in terms of the research and I think my research had more of an impact then than it can have now because</p>	<p>So, I suppose we had suddenly started having responsibility for module delivery I suppose was the biggest difference. Because previously, we were just doing lectures, guest slots. We weren't actually managing a module . . . being responsible for outcomes I suppose, having to obviously present the marks to the exam boards, because exam boards were...you did actually present your</p>	<p>[institution] So there was a lot of demand on us not only to teach but to deliver everything, engagement, you know, et cetera. And I felt by the end, you know, earlier I haven't noticed a lot of things because I wasn't really aware. I wasn't interested. So I was kind of more focused on what I was doing versus everybody else. But then the higher you go, you start to realise the layers and the politics. And actually</p>	

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		I've changed. I miss the collegiality of working together, sometimes it was a bit limiting so...but we had an impact as an organisation. So I'm still trying to find how do you bring that model into my current academic life?	marks in those days, different from where it is now. So, yeah, you were more responsible. You know, at the end of the day, if anything went wrong before, it was your professor's, you know, it was his call. It was his responsibility. He was the one with the name on the module form...or I don't think we had module forms then, you know, module handbook. He was the one that had to justify what was happening. So, I guess he did his bit then disappeared. Now, obviously, you're having to sit from cradle to grave. That coincided with more paperwork around module delivery as well. So, I guess that was a different...so, yeah.	when I left, it was a perfect time not to be in that place. It just kind of became a bit of a swamp. So, yeah, it wasn't just me. I mean it was about seven people from our Senior Management team have moved. Most of them have moved to Derby. I moved to UKU. I'm the lucky one.	
	in Manchester when I was appointed to this fellowship, I was a member of staff as well as a student. I was a teaching fellow and my salary was paid through the usual payroll because it was an outside funding, the fellowship, I didn't have to pay tax on it which was very good.	I was building my reputation and my network on the creative industry in the UK. And there was a number of people in that field which were recognised. And you see how they've built their career. What I found really disappointing is that the people that are building the field and instead of being welcoming to new academics, they were protecting their field.	I think the major transformation was what I said before, which was actually dealing with people from the outside world with a different level of expectation. And I think it made me more professional. I think it made me grow up very quickly. And we went to America, the colleague I mentioned about, went to America. I think it was before I became a...before I took the lectureship.	[applied for role at UKU] I didn't lose any money if that makes any sense but I did lose the status and all the responsibilities which is actually...it wasn't a problem at all. I wanted to be...I wanted to try myself. You know, this was kind of the last stop, if that makes any sense. I wanted to try myself because I kept saying to people, give me more time for research because I can do this. But I wasn't given enough time ...I mean some weeks when I have 24 hours of contact alongside everything else. It was 24 hours of student contact. So, when I came here, first year was a blur in the sense that it was so easy. I only had to teach 56 hours in the first year.	
	The first year, I did tutorials and then in the second year, I took over a small course.	So I think it also shaped my way of looking at my own leadership later on. Because I said I don't want to be one of those people when maybe I'm known a little bit better. I want to be someone who's a bit more empowering. I think...and I've learnt that over the years.	And at the end of the first workshop we did for this company, quite a senior person basically started telling us what we (overlapping background noise) what we've done right and what we've done wrong. And, you know, I was thinking, you know, my initial response was, 'You shouldn't be telling me how to do this and stuff.' And then I kind of realised that, well actually, these people are paying for this. And	[influencer at UKU] Like seriously I didn't know what to do with my time but I think that was the fundamental...it was something I was looking for. I had the most incredible Head of Department, F. He was a revelation in the sense that he would tell you how it is. And I think it's the type of person he is. It's not necessarily position. It's a person. He told me the truth. He kind of enabled me to lose my	

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			<p>given there's 25 people in it that had two days off work, that's time which would have been on other stuff. And certainly, sort of realised that as well that, basically, you're providing satisfaction or you're sacked. It was as simple as that. That was formative, and I guess my competitive drive. I wanted to show myself that I can survive in that kind of, you know, survival or even thriving in that environment. So, the learning curve was immense. I think even the trip to America where we were there for about 10 days where we did two of these workshops, the difference of my performance between the first one and the second one was remarkable. I mean, it really was extraordinary.</p>	<p>wonderful rosy glasses in the sense of what academic world is like and what the expectations are. And I remember...so this was what is it like 15<sup>th</sup> year of my academic career, that was the first proper professional development review that I've ever had.</p>	
	<p>[Professor who hired him] So our background was similar. I think he saw something in me that was sort of reflected on what he'd done and he was very focused on doing research and I learned a lot from him about research and the importance of research as an academic and so he was very influential in my development.</p>	<p>[restructure of area] in conversation with the university, some of us were transferred to a different part of the university according to what we were doing. So some went to geography, some went to the business school.</p>	<p>I can't say enough just how much of a learning curve that was in that trip. ...they told us that they didn't want case studies. They wanted the people, the managers to actually have some templates that they would then relate to, you know, populate with their own experiences. And then at the end of day one, the first workshop, they changed their mind . . 'We want case studies.' And we didn't have any case studies with us because things weren't online or anything....so we stayed up until three in the morning. And after eight hours teaching, you just go back to the hotel. Both wrote a case study by hand...</p>	<p>we were talking about me and what the school can do for me, to help me to do what I want to do. To do what I wanted to achieve. And I mean I've been privileged because I've had him for two years. He's unfortunately moved to Edinburgh. We're still very, very good friends and I probably would...you know, if...whenever I need a reference, if I need ever a reference, he would be the first person I'd contact. Because he got me and it's very rare when your Line Manager actually understands you for who you are and not you know and...he was very critical of what I was doing. So, in terms of the research, he was very helpful in trying to realise that I'm trying to...you know I've got so many ideas. I'm trying to put them on paper whereas what I need to do is just to work on one small idea and make a paper out of that. He...I had an academic...obviously in my previous institution, we've had this amazing research professor whose name I'm not going to name. But he...Francis helped me realised that whatever this person was doing and</p>	

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				any interaction I had with him haven't resulted in any output. So, that's not because of me. It's because of that particular professor, who wasn't interested in developing other people and I didn't see this before we had a proper conversation. So, you have some individuals who should kind of in reality...in my ideal world, these individuals in powerful positions of leadership, subject leadership, knowledge leadership, should really help others get to their level but a lot of these people don't do that.	
	[Unit at Manchester] started very small and expanded and kept expanding . . . increasingly people were choosing accounting.	it's much more teaching oriented than research oriented. So you have to adapt to a new way of doing things with new people . . . And then I had a new person, a woman . . . I had another probation time, but like a year probation as a lecturer and she was actually attached as my mentor. And I chose her on purpose because I thought she was a woman figure, I felt she was supportive and nice and she... enabling and...	And then we learnt a lot of lessons from that first two-day. And the second of two days went really well. It's quite stunning. I would say that was the biggest week in my academic career in terms of development. I learnt more in that meeting than I've done in...ever since I st...the seven or eight years before I started my PhD I think by a long chalk.	And he...despite only having him, you know working with him for about two years, it's not you know the things...my brain has changed. The way I think has changed. My expectations have changed. I have become a bit more sarcastic person. There's a lot more irony and therefore, do...you know sort of the way I've responded to your questions in you know the questionnaire reflect who I am right now.	
	I focused a lot on research and my main strand was clearly in the research. I was publishing top-level papers. My student questionnaires were not as good as some of the others in the department . . . So I was promoted professor at 1983 which was shortly after he resigned from this post, so I took up that post.	And having her was helpful because the plan was to find some teaching which was relevant to what I was doing. And at the beginning it was not that easy because we don't teach urban stuff here or very incrementally in some form. So I had find like modules that needed to be done. So research modules and those kinds of things. So initially I had to fit with this kind of new teaching environment.	So, what my role is, it's really to try and help people in their research. . . how can I use the relatively legit but decent resources that have been...financial resources that have been allocated to research? How can I use those to the best use to try and provide people opportunities to do what they want to do? So, people have their individual research budgets. There's also a departmental research budget for seminars and other things as well. So, it's about trying to...obviously, people can do what they want with their own money within reason.	And I think I've sort of started to see a lot more politics but also realised what my role in all of this is and what I can do to make sure I don't get muddled up. I pursue what I need to do. So, that every...you know kind of...but it's not just about me. It's about me kind of being part of the group. So, we've now got the entrepreneurship subject group. I'm doing my best to make...you know to make this work.	
	Before I became professor, I was promoted to a readership . . . readers only had a half teaching load . . . I had a readership and had half research and the administrative role to support other people in research.	I also realised is that I arrive in a teaching institution and I was very, very research active which was a plus for me. It was a plus for the institution because I generated a lot of money, but then I soon realised that I couldn't continue at that level	[Applied for role] It's a nice role. It's not a big role. It's taken a huge amount of my workload. And that's what I do at the moment. It's massively preferable to programme management which I've done a	[moving to UKU] So, this time around I didn't have kind of any worries about that I wouldn't be able to do the job. Because obviously I have done this job before. I was going down in the job and that actually gave me a lot of	

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		<p>if I wanted to survive on a day to day . . . we did not have enough time to exploit that research in publication and I realised I need to reengineer a little bit here in publication, teaching more important. I don't think she helped me with that, but she helped me when I questioned, and she had me with setting the boundaries of what was necessary to do. And for me, my mentors are important, but they're not necessarily people I want to work with which is very strange. In the sense that I don't want to have this conflict of support and work. I suppose she was there for reassurance, she was there as a role model, as a woman as well. I'm thinking.</p>	<p>number of times in the past, and I would just do that job.</p>	<p>confidence to do other things, to develop my kind of research agenda, to kind of get into projects but also you know I was mature enough to go out and introduce myself to people and start looking for who I can work with you know, who I can socialise with.</p>	
	<p>It wasn't advertised, so my positions of being promotional, internal promotional for new positions rather than going to a sort of a market situation.</p>	<p>...that move to the business school was good in a sense . . . I could trace my way and develop my own leadership in my field on my own, okay? So she showed me one way of being a leader as a woman and I did...but I decided to do my own way. I'm good with theory but I'm also very applied and I see she's like that. I can trace what I want to become in taking ownership of developing my own research and everything. So it gave me the freedom and the confidence maybe to do that and so forth...and sometimes because I also realised at some point I was starting to get tired and burned out, I needed to rethink my way. The teaching was important as well and actually I enjoyed teaching a lot and that doing so much research funded things was not maybe a good idea I was starting to become a bit critical of the academic system in the UK because it's, you know, the conservatives came in to power and it's about <b>matrix</b> and productivity and RAF and teaching. Everything is important. Okay, well I don't need to...I can't do everything, I'm going</p>	<p>[influencers now] I take on board suggestions from a variety of people whether they're my level, above my level, or below my level . . . probably, because I'm doing an awful lot of corporate work for the university in recent years . . . there are probably two or three people outside the university who are professionals in that field who I probably seek to learn from, because that's probably been the most challenging part of my role for the last three or four years. So, I have been keen to learn from them probably.</p>	<p>[reflections on starting at UKU] I mean seriously that particular intervention with F (old HOD) was absolutely fundamental. It kind of, you know, seriously, it just flipped everything, as if suddenly you've got those glasses and you can clearly see what is happening, and who is who and what they've been doing all these years or not doing all these years. And it changes your perspective on what you can do next. It doesn't take away the past. It shapes your actions now in to the future and that's, yeah. So I am very...I mean I am very, very grateful to that man.</p>	

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		<p>to really burn myself...and actually what happened, I actually burned myself. I just came back from 9 months leave, I took nine months out of work because at some point I realised I'm not sure I want to do this anymore...and I know it's more the present case, but...so I just wanted to...</p>			
	<p>The other professor, he didn't sort of stimulate me in what I wanted me to do but he left me the space to do it . . . I think it was his idea for me to go to reader to do more research and he dealt more with administrative activities.</p>	<p>It was very successful as well because I use the leadership...I start having followers. So some people contacting me, wanted to work with me, lots of people wanted to work with me and I did this training about leadership and I realised that I was kind of an informal leader. More charismatic, very positive and I was questioning myself a lot. Okay, what do want as my career? And I wasn't quite sure I wanted to have a plan, a five or 10-years plan. So I'm very enthusiastic, I do stuff and I'm curious, but I was not quite sure do I want to become a professor? Do I want to develop a research centre? I was not quite sure of all of this. So even though I was very successful, it starts...I was wondering why am I taking this some form? And you should go back to the institution.</p>	<p>[institution today] Massive. Too big to really engage with fully. So, when I started out and one of the things that we used to do for my professor in my very early days going back to the mid-'90s to start you couldn't be bothered going to exam boards. So, I used to do it on his behalf. And the business school in those days used to have one exam board, which ran for about three hours. That's the entire exam board, the business school, the whole of the business school.</p>	<p>[described UKU on entry] So, when I first came in it was very dominated by the Warwick Group so we've had probably about 10 or 15 people who were in senior positions and all came from Warwick when Warwick was going through trouble of some sort. (Overlapping Conversation) they were predominantly men. We have an amazing new dean and amazing new Senior Management team mainly women which is a surprise and I didn't know that I would...you're not going to...because a lot of my...sort of my formative years, I think a lot of influences that I've had were from men, significant men. This time I can see a completely different story and actually I find this place very, very nice. I enjoy it. I see what we're trying to do. I buy in to this more collaborative way of managing people. I think it works well.</p>	
	<p>I had a couple of years as a professor when he was head of department and then when he became dean, I became head of department . . . it was my turn to do it because there was nobody else that would do it. There were only two professors there at the time.</p>	<p>I also realised it was very difficult in UKU to get promoted. And some point I said, you know what, I'm not sure I want to be promoted . . . it's more expectation on you and I'm already doing a lot and I'm already tired. So...so there is a kind of success in that, but then with success came a lot of questions about the future and what I want it to be and even though I have...as I said, some people really wanted to work with me and I could see I was a good influence and people was internationally contacting me to work with me and everything, but at the same time I was wondering okay, where am I going with this?</p>	<p>Part 2 recording. [where are you today] I didn't come in to do academia to start telling people what to do, so I think that that kind of clarifies in my mind probably... you know, I'm interested in the academic stuff that I've done, I want to provide values for my organisation which I think I do without being spectacular enough to become a chair, and that's probably where I feel in that respect.</p>	<p>[appointed to head of subject group, not interviewed] I think when HOD was deciding who...I was...I mean I think it was a natural decision. It wasn't because I was any good at it or that was meant...although she might say that this was because she thought that I could do the job easily. But I was the only one... you know I had the organisational memory to take the organisation...you know the group forward. So, when she approached me, I said well actually that might be a good role to take. I have done something similar before so it's not, yeah, so it was fine. I accepted it with grace.</p>	



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	In these days, the head of department is much more a manager of the staff in the department whereas then it was dealing with probably admin duties, anything that needed doing . . .	[institution] So I was a bit disillusioned in the institution objectives and governance and the way to push things forward. Which also makes that...and the expectation on staff as well. I'm not sure I want to do this or it doesn't fit with my view of what being an academic is and it was more about competition than collaboration and support and those kind of things.	I think there is a greater focus for me now on thinking about how I do my own work in terms of dealing with the students and making sure that they get a good service from me, what they deserve. And in terms of working with the colleagues that I work with, my director of research role is to try and help other people with certain things that I can help them with that might enhance their career. So I think my view of being a leader... And I do more... People come to me increasingly as well. I think that I've got quite a few one-on-ones, informal chat with staff and people sort of think I'm just gray hair, beard and stuff, bald head, you know, I think people think that I'm a bit older than I am as well and they know I've been around a long time in that place, so I get... So I'm happy to do that. They don't necessarily get what they expect in terms of the advice	[lots of positive interactions with helpful colleagues]  I think you know the family dynamics issues were very fundamental in me deciding not to work with any of my relatives. So, I'm actually selecting the academic pathway. So, that's one. And then it's the fact that there are...in order for people to succeed...and that's one of the key things I've noticed that in order for me to succeed, there were a lot of people that would prop me up. So, it's kind of standing on the shoulders of giants.	
	My feeling of a departmental board was you go in with some points you make and you come away with a list of duties to do and you felt you were the servant of the departmental board rather than the manager of the department. That was my feeling of the process of being head of department, so it was something I lived through, and I think I did a reasonable job but it wasn't something I wanted to do.	I felt that I was a bit against going against the flow, everybody was. It's not that people was not complaining, but it was much more complicated for me.	I have no ambition to lead any part of the university, but I'd say it's more personal now and I think it's about trying to make a difference to people as individuals rather than changing systems or processes or any of the other stuff that goes on.	It's a happy feeling. I...this semester for instance has been really interesting. I didn't have any teaching this semester. So next semester will be busy. This semester I'm focusing on my research. I've been producing nonstop. I've never felt so good in the sense that I am actually setting objectives and I'm doing things in the way I want to do them and I am achieving them. I have a really nice group of people that I work with. We've recruited a couple of new people and we're in the process of recruiting new professor who will hopefully come in and help with mentoring and so at the moment as I sit here and sipping my cup of tea, the future is bright even though it's quite gloomy outside.	
	I had very little time for research . . . the other professor who was dean said that once he had finished being dean, he would take it back from	I've been a lecturer for a long time now and because I've not applied for promotion even though I was contacted for professional position	...a programme director doesn't have the opportunity to make changes but I would want to make changes to the programmes to	I see myself as a lovely professor at some point, leading my group, working with people I want to work with, helping them, being a critical	

	U11	U12	U13	U14	
	<p>me. I thought, "Oh, wow." And that was something that, again, was very supportive. He took that back from me.</p>	<p>and everything . . . it doesn't mean that my quality as a colleague or as a researcher has not been recognised.</p>	<p>make them what I think would be better, the way we're able to do with corporate-... I mean, the corporate work just give you a complete different spin on it in terms of expectation, but obviously you have so much greater control of the delivery. So that kind of thing is not possible within the broader mainstream of the university, but... So, you know, that's just the way it is so I'm happy. Being on a more personal, you know, trying to show leadership through helping people on a more individual level rather than taking those big roles and going along that route.</p>	<p>friend and basically kind of doing stuff that I really, really like to do. This could be anywhere. It could be in the UK. It could be in France. I've been looking at a couple of places where I've got sort of interest in relationships developing. I think as academics, we're very mobile and now I've got my submission done. Everything is ready. So, I could...if I wish to, I could be employed elsewhere but I'm not at the moment. So, I am hoping that in the near future I'm still here. In the sort of future, future, I don't know. But I can see me going up, further than...I'm not necessarily wanting an admin role. I don't want to lead or be a dean or do any other stuff that are kind of more...I love my research and I kind of found this passion for it and I want to pursue this. This obviously might change you know as we go further.</p>	
	<p>I think I enjoyed being well-known internationally as a researcher and going to international conferences, that's where I saw myself and that's what I saw myself as and my identity was as a researcher and to do my research</p>	<p>[HOD was] He was very human person so you can talk to him about all that stuff...and he recognised my value and everything.</p>	<p>[What next] I think that I found the way I want to play the game. I'm fifty next year, so I think I would be looking to do a similar thing for the next 10 years and hopefully continue to offer value to students, good experience to students, something that they'll all enjoy and get value from, and offer value to the university in the way in which they define it.</p>		
	<p>I changed my style of work from quantitative to qualitative.</p>	<p>they were looking to...for someone to take a senior tutor role for the school and he asked me...and he said U12 I think you'll be very good at this and I was a bit hesitant because I thought oh, okay there's school role and I've been trying to be under the radar. I thought at the same time welfare is obviously very important for me and I also realised that because of the institutional demands, even he was in an academic position in some form and there was a lot of male in position...and even if they are conscious of, you know, they're not</p>	<p>I think that the university gets a reasonable deal out of employing me and I'm personally happy to continue on that. Because the area of experience I mentioned before about doing corporate stuff and engaging with the outside world, that's kind of meant that all through my career I've done that kind of stuff and it makes you less focused, there's no two ways on that in terms of the main drivers have got get to up the ladder in the university. But I guess that's just me and I can't just publish papers all the time, it would just kill me. And</p>		

	U11	U12	U13	U14	
		necessarily people who will work with women or anything.	so I'm happy just to continue doing that. The university system is going a little bit in my favour in terms of the increasing course of the impact. So the university is quite keen for me doing that because we're giving them good impact case study		
	The other thing that I think happened then was I started supervising PhD students. The number of PhDs in accounting at that time was very low.	I said, okay, this is something I care about. I realised that actually people are becoming less collegiate. We're asking people to change, but we don't bring the resource to change. So I decided, you know what, I'm going to take the role because I want to show them that we can do things differently, that maybe by bringing people together professional services and staff around an issue, we can work together...and it doesn't have to be this dictatorial and maybe... bringing people together.	I'm helping them with the impact as well in terms of doing talks. I've been ask to do talks on impact and stuff, how do they impact them. So again, that's probably a direction that we'll maybe take on a leadership role in like 10 years in terms of being able to just contribute to the university. It's like the large parts of the university don't really understand the impact or are particularly engaged with it whereas I had it right from the mid '90s really so it's something I can contribute. So yeah, that would be the next 10 years and then we'll just see where we are when I'm 60... and see where we are.		
	[Manchester] Expanding our PhD programme, expanding master's programmes.	I had a team of senior teachers to work with and I had a lot of fun. And I felt I was making a different for a student...and I've been recognised in that role very quickly after six, seven months. Those people...because initially, it was very funny, initially they hired me, but they wanted to take control. So when you ask me...so give me some power. If you want...if you know what you're doing, you don't need me. I started to tell them that so that was quite good. So I've kept that role. So going abroad nine months was really good. I think I left a lot of my burnout on the side and also made me think a little bit more about what I like, what maybe I can change.	I think just speaking in terms of the next ref which will me take up to about 60 by the time the report, so making sure that I contribute research application and impact for the next ref so I'm starting to prepare for that now. I think that the leadership role for me a little bit in terms of impact and helping the university get the agenda established must be what else... admin, you know. So you can tell I'm not a totally driven, ambitious person that never really had a plan, I stumbled into things, I may be taking the path of resistance. So as a candidate for your PhD on leadership, I'm probably not the best example...		
	and we set up a journal called Management Accounting Research [with a colleague who] He'd actually been my external examiner for my PhD.	You know, going abroad, taking a career break is about being mindful of my welfare. We are now talking a lot about suicide in higher education, the difficulty in higher education. Maybe I can make a			

	U11	U12	U13	U14	
		<p>difference there, maybe this is where I can make a difference. Come back to my research, my teaching I'm doing with them, but my research I decided, okay, maybe I can change my research completely. You know, maybe I can start- I'm still young.</p>			
	<p>that had really established my position and my reputation.</p>	<p>I've decided I have new lease on life now. So what do I want to do with this life? And what do I really like in my work?</p>			
	<p>U11, Management Accounting Research. Yeah, people would see me in that way. And that gave me a lot of, you know, a massive network of people and so that sort of shaped what I was doing...</p>	<p>I think I'm a person who is very contemplative, likes to understand life and happiness, wants to take care of people and I know I can be successful in anything I do if I invest my energy into it and I've decided that I want to invest my energy in something which is positive... I try to be supportive and bring a good energy with people. I think it's important to laugh at work and also...</p>			
	<p>we had several new professors by then and I was looking ahead of my sort of phrase was, "I don't have to be head of department again in this century." But it reflected my attitude . . . Within that time, I spent much of my time administratively in terms of supporting research . . . I had more PhD students as an individual than anybody else in the department.</p>	<p>[institution] People in my school are fantastic, very supportive. So there's a good difference between the school and the university.</p>			
	<p>I did early retirement and they went along with that, and it was part of the reorganisation anyway because in 2005, we had a merger between UMIST and University of Manchester. It was all part of that- various offers were available so I took that. My intention was never to stop working, it was to be able to- it was more on research.</p>	<p>[future] I mean I think at the moment I'm still wondering if it's academia, but more and more I think maybe I can actually find a place here and I hope that I can...at the moment I'm also working on diversity and I think we don't recognise the diversity of the student enough...and I wish...what I want is really- it's again working for the wellbeing. Maybe it's going to be the student, maybe it's not going to be the staff because it's easier for me. It's really promoting change in a positive way around, but also for staff.</p>			

	U11	U12	U13	U14	
	I had 10% in Sweden, 10% in Finland. I did a fair amount in Italy which probably amounted to about 15%, and so I was clocking up more or less a full time position . . . it's all about supporting people's research, commenting on papers, giving advice on writing, research projects and so on.	I suppose the research element and it's important, I mean, you can't do stuff if you're not informed. Yeah, bring the research and the teaching together and we can have a better mix around...yeah, welfare ... wellbeing of student, more inclusivity and those kinds of things. I suppose at the moment I'm still thinking . . . this is who I am.			
	As an editor of a journal for 25 years, I think that was crucial. It enabled me to get this position in these last 12 years.				
	So the teacher when I was seven was very important to me, the teacher who taught me accounting and that being available was crucial for me. The availability of the fellowship and the professor who recruited me was crucial. I think taking on the editorship of the journal, although I resisted it for a time but I think it was crucial to establishing position. I think it's a succession of people and events that have come together to put me where I am now. None of which was sort of worked out, it's all in a sense very serendipitous. That's the way it worked.				
	I'm now trying to cut back on the number of appointments. I'm now limiting myself to Manchester and UKU.				
	I think once that's published, I don't want to start anything new of my own. I'm happy to work with other people and I've got probably five or six other papers I'm working on but they're mainly other people's papers where I'm acting as a mentor and supporter in helping them write it.				
	What I'd like to do now more than anything is to sit in the office with people and chat around, throw out ideas and let them go away and do it. I don't want to do it myself.				

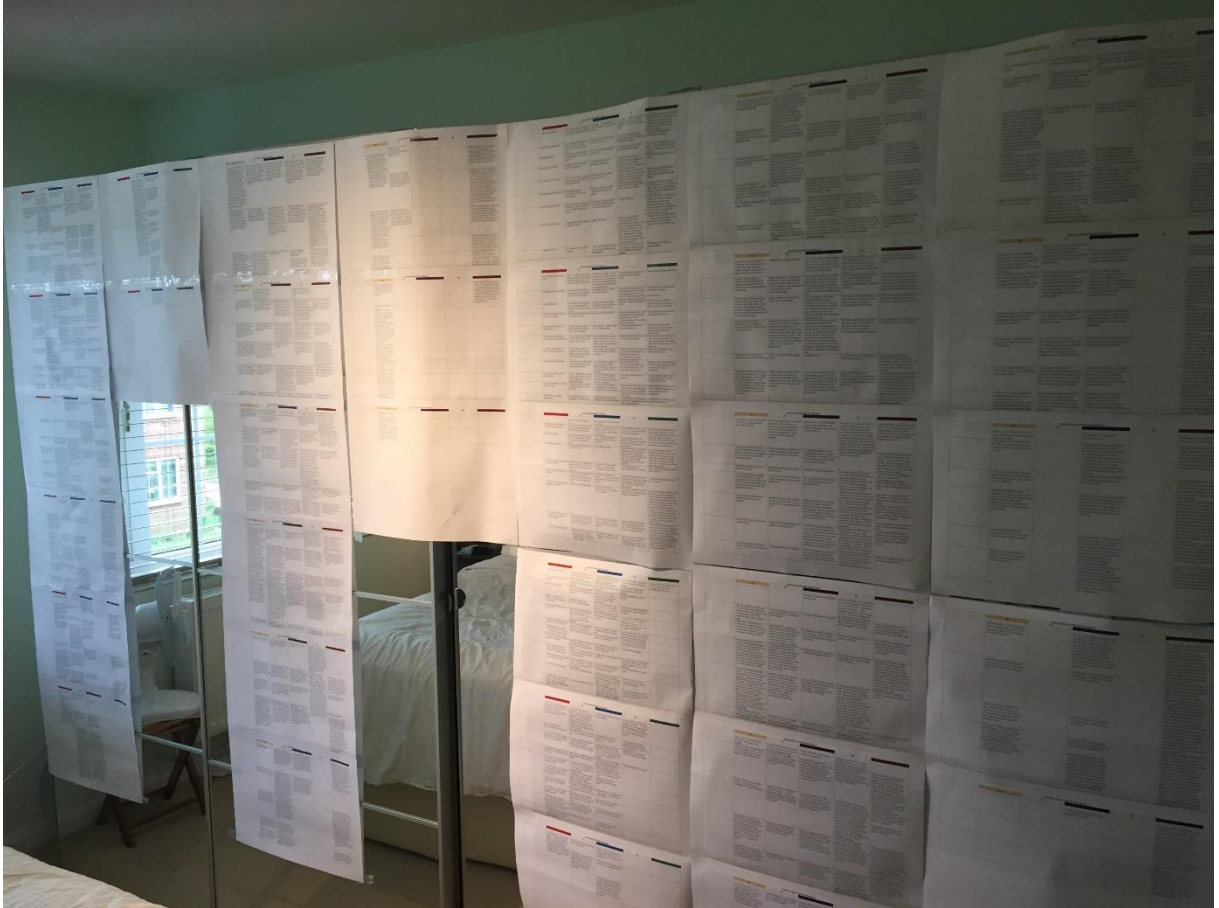
	<b>U11</b>	<b>U12</b>	<b>U13</b>	<b>U14</b>	

**APPENDIX N**

**Coding 'Wall'**

## APPENDIX N

### CODING WALL





## **APPENDIX O**

### **LOOQ Results**

	Anglo	Southern Asia	GLOBE overall	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14
Subject Gender				F	M	M	F	F	F	F	M	F	M	F	M	M	F
Uncertainty avoidance	4.42	4.1	4.16	5.5	6.5	5	4.5	5	5	5.5	6	4	6.5	4	5.5	5	5
Power distance			5.17	6	5	3.5	3.5	6	5.5	6	3.5	4	6.5	5.5	4	4	6.5
Institutional collectivism	4.46	4.35	4.25	6	5.5	2.5	5	5.5	3.5	5.5	3.5	4	4	5	2.5	5.5	4.5
In-group collectivism	4.3	5.87	5.13	5	6	5	2	6.5	5	6.5	6	4	6	5	6	6	6
Gender egalitarianism	3.4	3.28	3.37	2.5	3	3	1.5	2	2.5	4	3	1.5	1.5	2	5	4	2.5
Assertiveness	4.14	3.86	4.14	2.5	3.5	6	4	5	3.5	2.5	5	3	3	5	4.5	2.5	4.5
Future orientation	4.08	3.98	3.85	4	4	3.5	3	4	3	4.5	4	4	2	4	4	3	3
Performance orientation	4.37	4.33	4.1	5	6	5	6	6	5	6.5	6	4	6	5	6	5.5	4.5
Humane orientation	4.2	4.71	4.09	4	5.5	4	4	5.5	5	7	4	2	3.5	5	3	5	3

	Anglo	Southern Asia	GLOBE overall	U1 LH	U2 MS	U3 IS	U4 PT	U5 DC	U6 ST	U7 TK	U8 DH	U9 GH	U10 CC	U11	U12	U13	U14
Subject Gender				M	M	F	F	M	M	M	M	M	F	M	F	M	F
Uncertainty avoidance	4.42	4.1	4.16	5.5	4	4.5	4	5	3	4	5	4	Refused to complete	2.5	5	4	5
Power distance			5.17	4	5.5	6	4.5	6	5	5	5.5	5.5		6	3	4.5	6
Institutional collectivism	4.46	4.35	4.25	3.5	3.5	5	2	3.5	2.5	3	4	2		3.5	2.5	3.5	2
In-group collectivism	4.3	5.87	5.13	6	5.5	5.5	3.5	5	4	6	5	5.5		6	5.5	5.5	5.5
Gender egalitarianism	3.4	3.28	3.37	4.5	2	3	3.5	2	2.5	2	3.5	2.5		1.5	2.5	3	2.5
Assertiveness	4.14	3.86	4.14	4	5	4	5	4	4.5	4	4.5	5		4	5.5	4	5
Future orientation	4.08	3.98	3.85	3.5	3.5	3.5	4.5	2.5	4	3	3	2.5		2.5	4.5	3	2
Performance orientation	4.37	4.33	4.1	3	5.5	5	3.5	5	5.5	4.5	4	5.5		6	6	4	4.5
Humane orientation	4.2	4.71	4.09	3.5	3	6	3.5	4	4	4.5	3.5	5		3	5	4	4

**LOOQ Part 2 Results - UKU**

	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	U13	U14
19. Family or School	Neither really – school if forced – I was a lousy student – taught me I needed to step up	Family.	Family – parents as role models and some teacher discouraged me.	Family – my father encouraged me to succeed.	Family – I consistently performed below my potential at school.	Family. My upbringing had a significant effect on my schooling, rather than the other way round.	School – because the decision to study Economics and then keep studying and eventually teaching it came from an interest developed at school.	School – family had no knowledge of the career I wanted to follow.	Family – parents who emphasised the importance of education.		A primary teacher who saw my ability in maths (sums) despite my problems with English (spelling)	Family – could we discuss this during the interview	Family – it was an environment where becoming an academic was (implicitly more than explicitly) a natural thing to do	Family - because I had both parents working, and father being in a high-level position. He is a very wise man. My mum taught me a lot about being creative, and listening to people, and caring.
20. Key person	Yep – me. I take the credit and the blame.	Yes.	An ex-boyfriend.	'For what? Of what?' [Presume subject is querying the wording of the question.]	No.	My parents.	Not one person, I have taken things from a number.	Yes – a colleague in my first University role.	Mother.		The professor who first recruited me and shaped my initial academic career.	More than one, two people, professors, a man and a woman	Yes – he enthused me to pursue an academic career after I had made initial steps in embarking on it	I had a friend / academic who looked after me, and mentored me in earlier career
21. Ability to move	I didn't feel it – either take the promotion or not – would not have applied if I felt I could not achieve.	In my late 30s due to a family crisis.	That has never happened in the way you describe.	As soon as I was qualified as a Chartered Accountant at the age of 25.	When I was promoted in my first job and was frequently approached by head-hunters.	I've always felt I could practice leadership.	Within a few years of becoming an academic it was clear that few people had both the ability and desire to move into management or leadership roles.	When I was asked by someone who judged I had the potential to do it.	5 years into my career.		Difficult to say, but probably when I was promoted to professor	Note sure I am ready, I have been called an informal leader	Quite late (40-ish) – wasn't a natural tendency for my personality	I had the ability to get things organised. I still struggle with the leadership...
22. Leader is	Benevolent dictatorship.	Listens, develops, believes in what they are trying to achieve.	I don't think there is and I think it depends on the environment and the challenges facing the organisation.	I don't think you can have an ideal leader as it is context dependent and a mixture of different styles.	Leads by example.	A person who enables others to do their best.	Consultative and persuasive, but ultimately prepared to take tough decisions and stand by them.	Consensus building making a a team work well together with shared values and objectives.	One who <u>does</u> and sets an example.		Someone who stimulates and encourages others to achieve to the best of their abilities.	Not sure, again can we discuss during the interview	Assertive, compassionate, diligent, clear rather than charismatic.	This person has to be true to his / her values. This person needs to follow through - if they promised something, they need to deliver. Ideal leader for me, is the person who earned my attention through good deeds.
23. Leader is not	Anybody without the backbone to make decisions that are unpopular – anybody unwilling to do the right thing.	<b>Dictatorial</b> , unresponsive, hubristic.	Selfish, focused on their career but not on the good of others in the organisation.	Micromanager, a bully.	A politician with little talent directly related to the task they are meant to undertake.	A person who tells others what to do or how to behave.	Either autocratic or afraid to take decisions.	Someone who rules by giving orders and enforces them through discipline.	<i>Blank field.</i>		Dogmatic and hierarchical.	same	People with narcissistic PD	The person that promises lots and delivers little. Someone who is inconsistent in their actions. Someone that is not honest and it not showing integrity / charisma.

Subject refused to complete the questionnaire.

**LOOQ Part 2 Results – MYU**

	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14
<b>19. Family or School</b>	Family because they are my greatest support.	Family.	Family: Family give me hope.	School.	Family – family is my priority in decision making.	Mother, encouraging endlessly.	Family. Close-knit bonding. Strong encouragement and motivation.	Family – my parents believe I will be successful.	Family because of their continual support to strive.	Family.	School	School	Family	School. Because the environment largely shapes who you become.
<b>20. Key person</b>	My religion actually influenced more.	No.	Parents and wife.	Father.	My husband.	[Name of person] DVC.	Mother.	Yes, my PhD supervisor [name of person]	Yes.	<i>Blank field.</i>	Teacher	My lecturer	Yes	Not that I can think of.
<b>21. Ability to move</b>	When I was comfortable with my teaching.	When I am in position in power.	Thinking out of the box.	<i>Blank field.</i>	When the support is there.	Associate Professor.	Being there. Done that. Continuously.	When my subordinates felt thankful for my motivation given to them.	<i>Blank field.</i>	When I was asked to take up a position in one of my previous companies.	Yes	When I accomplished my postgraduate studies in 2006	When I am confident and competent to perform the job.	When I was given the position, I had to rise to the occasion.
<b>22. Leader is</b>	Fair and care for the wellbeing of his/her subordinates.	Achieving the organisational goal.	Being a servant leader.	Be opened.	A leader must be able to be a 'bad guy', make decisions and take action on those non-performing staff.	Delivering excellence with soul.	Effective and good leader. These 2 entities are different from each other.	Able to meet the objectives of the organisation and make people happy to work.	One who is able to support the team to move forward and grow together.	Open to ideas, communication and doesn't assume the worst in others.	Visionary and inspiring	Someone who can provide a clear direction for others to follow and communicate well with others of different positions and levels.	Make a better life.	One who is unselfish, trustworthy, inspirational and able to move people to be the best versions of themselves.
<b>23. Leader is not</b>	Self-centred, short-sighted.	Not knowing what is happening at the grassroots.	Autocratic.	<i>Blank field.</i>	Sitting on the fence, leading for personal interest.	Authoritarian.	Incompetent, lack of planning, implementation and monitoring. Only talk! No action!	Becoming populist and meet status quo.	One who takes all the credit from his team and easy to put the blame on the team.	Rules with an iron fist, dominant and cares for his own career survival.	NATO-No action talk only	Judgemental and care-less.	Self-interest seeker.	Convincing others that his/her vision is for the greater good when it only serves his/her interests.

## **APPENDIX P**

### **The Leadership Continuum - from Formation to Future**

**Appendix P. The Leadership Continuum: from Formation to Future.**

Respondent	Early	Mid	Recent	Current	Future
M1	I'm the eldest in my family and our family is not rich.	working in the private college is just... the main focus is teaching	my focus is still on teaching	I have less than 10 years before I retire	I want to also develop my expertise . . write some teaching resources or to collect some case study
M2	I'm kind of a follower, observer. I'm quite active to engage with my peers, but a passive one.	Something unique that I see maybe others don't have.	I was solely focused on my research career. I have never thought of being in any administrative positions to be frank.	I learned different, different things, and that...of course, that will have a chemical effect. My goal is to become a scholar. To be a professor.	I don't really have a clear direction on what I want to be, but at least, I want to become a scholar. Like given chance, if I am being elected or I'm being invited to take lead in some institutions, I might give it a try.
M3	My result was always on average. I wanted to be a football player and that is my hobby.	I see myself with a lot of weaknesses, every human have their weaknesses. Every human they have their own strength.	I have some confidence to give my opinion compared to first I developed, appointed to be a leader.		I hope that one day I'm no longer in top position that I have a lot of subordinate
M4	I'm the eldest in my family so I have to take care of my sibling.	I'll say that I'm still learning along the way.	So still have to learn from my colleagues . . . especially those senior because as I mentioned I'm the most junior one. So if there's any things that I may still need to learn from them and redo again. And sometimes really get scolded et cetera but I still have to take it.		I will still continue to be a lecturer. Of course, as the researcher as well.
M5	I will say that my life is kind of like bitter and sweet, bitter in a sense that because I don't have money, I don't have a mum.	I will go to these areas of teaching so that I always update myself, and also value add to myself	I will say that is very challenging, because it's a very big school, and also, we get quite many weak students	I will say that there are still room for improvement definitely, especially in the research area.	I will develop my career and then I will take up PhD

Respondent	Early	Mid	Recent	Current	Future
M6	I came from a broken family. I stayed with my grandma.	I would describe myself as very idealist . . . at the same time . . . balance between your career as well as being a wife and a mother.	I'm proud of what I accomplished but I don't think I can do that alone.		I kept telling myself, this is my last year, I'm finishing up. Although there's a lot to be done still, but I'm sure the successor can take it up with much ease now
M7	I enjoyed my life very much. I never miss out anything that I regret.	I was very active, very proactive, and when I do things, I never think about reward, because I think this value has been nurtured in my since I started my work.	I felt its interesting because it challenge myself whether I'm capable of doing it or not	I'm a happy person. I feel so content. I got almost everything I wanted.	If you can make some changes in the standard of living, quality of life, I think that's the biggest achievement if I can do it.
M8	I'm a very quiet person. Very quiet. And I'm very active in sports.	I came to the academic world with no publication, nothing, I came nothing.	I think as a chair, I became the leader for small unit. I was leader back then in the corporate sector, so the opportunity came back again, so I feel very glad, that it took me some time for me to take the lead.	this chair had a lot of responsibility.	I want to be a professor in the field of international business in the next two to three years. Then able to contribute in terms of policy making to the government
M9	So since very young, I've actually been very independent.	Very naive and very scared.	Juggling between work and even work is a multitask like juggle. I've got the position as the manager. I've got the academic role, the researcher role, as well as my position- my role with the Innovations Office.		I wish to have a better balance in life where I'll be able to spend more quality time at home.
M10	I think I was curious. I was also a bit frightened because we went through a lot of hardships as a family.	I was enthusiastic, very much enthusiastic.	I was very much excited because it was working with an Australian unit.	Because there is still a strand or maybe a piece of you that's still, that's been left untouched now. You cannot say that you are still the same even 10%. You are influenced by everything else.	I'm not asking much. I don't want to change the world. I think I just want to make sure that my students do well much better than I if possible.



Respondent	Early	Mid	Recent	Current	Future
M11	I come from a very poor family. So my parents don't really spend a lot of time with me. Basically, what I could see is from the teachers.	I just received an offer from the university that if I'm interested to be an academician with my university. And they actually sponsored me for during my study both for my Master's and PhD.	And he give advice and made me who I am and I'm really so happy to have him to be my mentor . . . And because of him, I've become like him now.	Trying to help the university, bringing more industry, collaboration and network like for example, maybe funding from the industry to the university. But different level of responsibility and accountability.	I would not leave my job as an educator because I love my job . . . I've really enjoyed as a lecturer, I love to see my student successful.
M12	It all started with my mum. She used to have many students. She used to teach like children at home, for those who are disadvantaged.	And then the dean that I mentioned to you earlier, he kind of called me and then asked me if I was interested to join the academia.	. . .you can imagine how hard our life can be with 21 hours of teaching and also at the same time, there are other expectations, you need to do research and to have your conference presentation	I didn't apply obviously because I try to avoid from holding this post. Because holding this post is not something that, you know, it will benefit you. I was approached by the dean, and the dean asked me a favour to just help out, so I help out.	Well, obviously, working in academia, one thing that you want to achieve is to be a professor and to be a professor, I think is there is a lot of work to do.
M13	I think the person that influenced me to take up my career is my teacher. So the -- that's the first time I learned how to do accountancy.	In the year 2000 so I was the accountant -- practicing accountant. So then I had the invitations from the university to conduct two courses . . .	the people that brought me into the university, they are professors and then they are -- they really inspired me and then they -- they are my model.	I have my support, the...my dean, actually. And also my colleagues, who are always, you know... I found that I need to learn from researchers.	I think in the next five years, I will use whatever skill I learned in the past to take another step higher, you know, in the academic study.
M14	Robin Williams in Dead Poets Society. At that time maybe I wasn't that conscious of it yet but I viewed him as a figure, a leader in a leadership position where he had that kind of ability and power to motivate his students.	After I finished the Master's then I thought why not I just continue onto a PhD because after all, it's just another step more. So I applied for PhD and I got in then I did my PhD.	I got in as a researcher first then when there was a vacancy for a lecturing position in my faculty then I applied for it and that's how I got in as a lecturer.	It wasn't really that big of a role but it's just sort of like a supplementary role to our bigger positions like the deputy dean and the more formal positions.	. . . if I'm able to one day . . . deliver something to my students or maybe larger, to society, that helps them to change, helps them to become better people, I would say that I have at least achieved something significant in my life.

Respondent	Early	Mid	Recent	Current	Future
U1	not driven, not ambitious, not questioning, not critical, not reflexive.	probably not a very nice colleague, quite arrogant, very driven, research-oriented	I'd hope I'm a little bit wiser. I hope I'm a better manager in that sense. I'm certainly more reflexive. I certainly worry about it more than I did.		I'm not here for the money. I'm not here for the ego. I'm here to do some good and that gives me a lot of freedom.
U2	I would say I was naïve, I haven't been exposed to vast numbers of different ways of looking at things, massively lacking in self-confidence	I would describe myself as a person that actually decided I wanted to have an academic career.	At [university A] I embraced being a leader with a titular role which I hadn't really had before to the same extent. And at [university B], I used the same leadership style as I'd used at [a] and discovered you couldn't do it.	I would say I lead without position of power which I like because that means you have to justify why you're doing things. My wife says I am my work.	I'm now at a stage where I don't need to work. I'm doing exactly what I want .... I mean, what I'm still enjoying and being excited by, I'm just carrying on doing what I'm doing now.
U3	I went to an all girls' grammar school and it was hateful.	I was very focused on teaching. I wasn't confident. I enjoyed what I was doing. I was very conscientious.	I was really pleased that I had the job. You know, I managed it okay. The one thing that concerned me was the research,	I want to be approachable. I don't necessarily want to be liked but I want people to think that they can talk to me. I think people will see me as decisive.	I want to focus on a couple of research projects that I feel are really high quality. a bit more focus doing this job well because I enjoy doing this job.
U4	I used to wear a lot. I used to party a lot. I didn't do much work.	I was just learning to be an academic. But when I got my PhD, I found my world grow and my knowledge had grown but I felt a bit not confident because I didn't know there was so much more.	I'm still learning I think. Everyone learns. I mean I find it quite interesting watching people and watching new leaders come in and seeing what they're doing and how they're following and how they're leading. So, I think I just watch people.		I think I'd like to be a dean of business school time permitting. I think yeah, I think I've made that decision last year. But I still got a lot of papers I need to get out.
U5	I would say I was quite introverted at school, and that reversed quite dramatically when I went to university first time around	I really- will say- realised it pretty quickly, I wasn't going to engage much with the research side of things, so I was very much doing my own thing	I would actually describe myself as somebody who works here for as long as I can continue to enjoy it, I'm financially secure		I suppose just want to be happy, that's it when you get to my age

Respondent	Early	Mid	Recent	Current	Future
U6	Sort of restless and a little ungrateful. And not especially focused, not very clear about what I was doing and why.	A combination of alternately taking my job very seriously and trying to do a very good job, and other moments not doing a particularly good job and not taking it very seriously.	A middle aged white man who's trying to do some positive and progressive things at work.		I don't have a plan, no. I would like to be promoted and recognised at some point, but if it doesn't happen, frankly I don't care. It's not that significant to me.
U7	I think I was fairly typical sort of student.	There wasn't a teaching-focused path within the university at that time, there were people who were more on the teaching and admin side and I was kind of clearly moving that way.	I just tend to manage to get on well with people I need to get on well with.	Just about restored some semblance of work-life balance which was pretty much disappearing at times when I was doing the business school role. So...I think...yeah, I work hard.	I would say I'm not ambitious. I tend to take jobs on if I'm convinced that I'll do them better than the alternatives. I like to think quite a good job.
U8	I guess...not quite fitting in... it's a bit of a strange sort of time.	I felt kind of like a student more with a...I guess you probably felt like a graduate teaching assistant who were basically doing their PhD, but are doing... teaching to make some money	I would have described myself as being just a team player in that team to do that. I still wouldn't really understand the process that went on, why I was asked to do it rather than anybody else in that group.	I am in a state of cognitive dissonance. My lived reality and my personal beliefs and values are at odds.	So it's building sort of...we don't do much around building cultural capital for these people kind of stuff. I'd like to spend the last sort of years of my career would be in doing stuff around that.
U9	I was always kind of in the top of the class in terms of where I was at. But you know nothing exceptional.	I guess confused is probably the best way to describe. It was a tough period.	I'm not stellar. I'm not outstanding. But reliable pair of hands, does the job. He's kind of believes in what they do, just what people should be so nothing exceptional or maybe I'm just naive.		Not a great deal of difference where I'm at in the moment. Obviously, I'd like to see myself with the chair in a few years' time.
U10	I never thought about the world. I thought everybody was like us. And then when I left home, I was really, really shocked about what the world was like and how those people with lots of privilege.	I always stood out as being a woman and then when I have the children particularly. And I think I was somebody who got things done and managed to get on well with lots of different people.	I think that was the first time it felt legitimate to have a management role. I stated to think actually I could be a leader but also that I could move and I realised have a CV so I could move.	Sometimes I have kind of out of body experience where I can't believe I'm doing this. But it's not, when I walk down the path and I'm proud to be doing in business school.	I just want to kind of make the most of being dean of the business school. So I don't have any aspirations to do anything else. I'd rather retire.

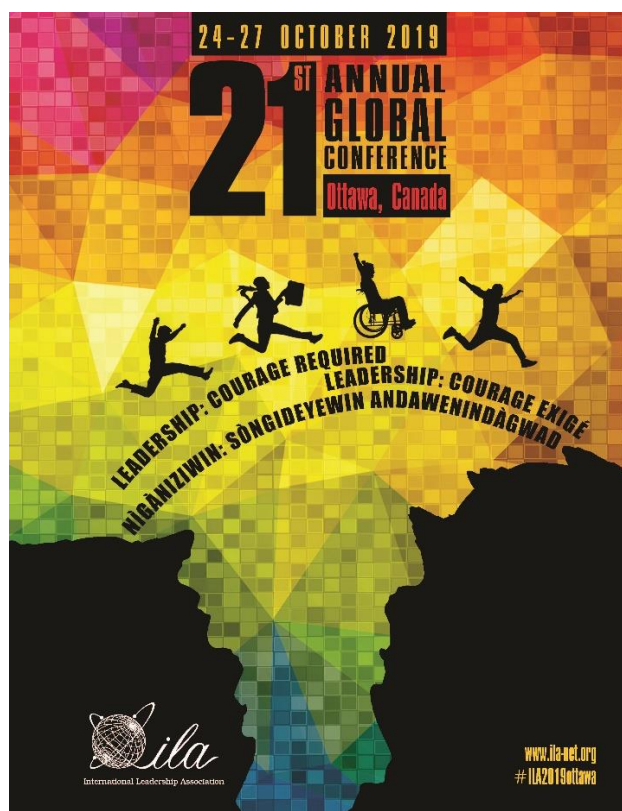
Respondent	Early	Mid	Recent	Current	Future
U11	And this particular teacher argued for me . . . although I wasn't justified on my exam performance . . . And that was crucial	This seemed to be the answer to everything. It enabled me to do the university course and I had liked the idea of doing research.	we had several new professors by then and I was looking ahead of my sort of phrase was, "I don't have to be head of department again in this century." But it reflected my attitude . . .	I was clocking up more or less a full time position . . . it's all about supporting people's research, commenting on papers, giving advice on writing, research projects and so on.	What I'd like to do now more than anything is to sit in the office with people and chat around, throw out ideas and let them go away and do it. I don't want to do it myself.
U12	My mum... was a nurse teacher. I'm not sure if it influenced me in any way, but I suppose she's definitely someone who has been teaching who is in my immediate family. my dad was a GP. So I suppose education was very important for him.	I wasn't quite sure if I wanted to go into academia . . . and then I decided okay, I'm going to be doing a PhD.	It's much more teaching oriented than research oriented. So you have to adapt to a new way of doing things with new people . . .	They were looking to...for someone to take a senior tutor role for the school and he asked me... I said, okay, this is something I care about.	. . . bring the research and the teaching together and we can have a better mix around...yeah, welfare . . . wellbeing of student, more inclusivity and those kinds of things. I suppose at the moment I'm still thinking . . . this is who I am.
U13	I wasn't particularly conscientious and not particularly academically interested. My parents are both teachers.	I started to think about postgraduate studies to right some of the wrongs of the previous two to three years. And then, that turned into doing a PhD.	My teaching ability was completely transformed, and my desire to actually operate not just within academia but outside academia was established. That's never stopped.	And in terms of working with the colleagues that I work with, my . . . role is to try and help other people with certain things that I can help them with that might enhance their career.	I've been asked to do talks on impact and stuff, how do they impact them. So again, that's probably a direction that we'll maybe take on a leadership role in like 10 years in terms of being able to just contribute to the university.
U14	My mum's both parents were teachers at school. My grandfather was interested in Egyptology and so kind of you know from the early age, kind of brought me into reading.	I manage to get a waiver for my Masters' fee at the UK Institution at Leicester Business School . . . once I was in the UK, I've met my kind of future PhD Supervisor.	I wasn't given enough time ...some weeks when I have 24 hours of contact alongside everything else. So, when I came here, first year was a blur . . . I only had to teach 56 hours in the first year.	I am actually setting objectives and I'm doing things in the way I want to do them and I am achieving them. I have a really nice group of people that I work with.	I see myself as a lovely professor at some point, leading my group, working with people I want to work with, helping them, being a critical friend and basically kind of doing stuff that I really, really like to do.

## **APPENDIX Q**

### **Dissemination of Research**

## Appendix Q. Dissemination of Research.

Early findings of this research were shared at the International Leadership Association Annual Conference in October 2019.



12. Design of a Student International Study Abroad Trip for Leadership Development  
**Wendy E. Rowe**, Professor & Program Head, MA Global Leadership, School of Leadership Studies, Royal Roads University  
**Wendie Krause**, Assistant Professor, School of Leadership Studies, Royal Roads University (Co-Author)  
Visit <http://tinyurl.com/y77oskva> for Complete Description.  
Leadership development for students from advantaged countries is enhanced through international study abroad trips to an emerging or developing economy country that challenges their notions of bias, power, and privilege. Come to this roundtable discussion to learn about the design of an engaging international field trip in Ecuador that exposes students to its socio-political history, culture, values, and practices.
13. Equipping Students to Lead Across Cultural Contexts  
**Patricia H. Dyk**, Professor & Director of Graduate Studies, Community & Leadership Development, University of Kentucky  
Visit <http://tinyurl.com/yf7tzbtr> for Complete Description.  
Educators and trainers will receive key insights from experiential learning, boundary spanning leadership and cultural intelligence development. Then, through a mapping activity, participants will brainstorm critical leadership content and processes necessary to equip students for leadership roles across cultural contexts. Results will be photo-documented, summarized, and shared with discussion contributors.
14. First in the Family: The Relationship Between the First-Generation Student Experience, Leadership, and Courage  
**Adrianna Madison Gordley**, Student, Staley School of Leadership Studies, Kansas State University  
**R.J. Youngblood**, Assistant Director, Academic Achievement Center, Kansas State University  
Visit <http://tinyurl.com/y567af0h> for Complete Description.  
Being a first-generation student is an act of leadership. At this roundtable, participants will engage in discussion that explores the relationship between the first-generation college student experience, leadership, and courage. Guided by a first-generation student, participants will be asked to share personal experiences, research questions, and best practices that highlight the intersection of identities and experiences of first-generation students.
15. Practicing What They Preach? Exploring Higher Education Leadership Development in Malaysia and the United Kingdom  
**Joel Carlton**, Associate Dean, International, Hertfordshire Business School, University of Hertfordshire  
Visit <http://tinyurl.com/yxahgk4l> for Complete Description.  
Early findings from a study into academic leadership motivation and development in Malaysian and UK Business Schools begin to surface whether characteristics articulated in the GLCE study (Hosse et al., 2004) for each nation correspond in higher education. Further findings question whether leadership career can be charted (Green, 1999) and if there are similarities across the two cohorts' national context.
16. The Practice of Leadership - The Collegiate Leadership Competition – Year Five  
**Scott J. Allen**, Board Chair, Collegiate Leadership Competition  
**Kris Gerhardt**, Associate Professor, Leadership, Winthauer University  
**Bela Krizanovic**, Executive Director, Collegiate Leadership Competition (Co-Author)  
Visit <http://tinyurl.com/y364hnpq> for Complete Description.  
"Hey coach, where's practice?" What if our students said this? What would it look like if we practiced leadership? As a field, much of our programming is one-dimensional. This roundtable will explore what it means to incorporate "practice" into leadership development. Focusing on the Collegiate Leadership Competition's approach, the roundtable will highlight research results, and discuss lessons learned.

### LEADERSHIP EDUCATION

17. Pracademic Development: Building Higher Educational Professionals of the Future  
**Kimberly Underwood**, University Research Chair, School of Advanced Studies, University of Phoenix  
**Dorina Smith**, Faculty, School of Advanced Studies, University of Phoenix (Co-Author)  
Visit <http://tinyurl.com/yx4duz33> for Complete Description.  
Pracademics are the future ambassadors of academics and communities of practice. This roundtable will discuss the benefits and functions of pracademics in the workplace, identify practical ways to collaborate with higher education institutions to develop future pracademics, and explore how pracademics and academics can enhance outcomes within strategic and developmental efforts.

Share the conference at [Twitter](#) [Facebook](#) [LinkedIn](#) [Instagram](#) #ILA2019Ottawa

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Carlton, J. (2019) 'Practicing What They Preach? Exploring Higher Education Leadership Development in Malaysia and the United Kingdom' *International Leadership Association 21<sup>st</sup> Annual Global Conference. Leadership: Courage Required*. Ottawa, Canada, 24-27 October.