


## Internet Appendix A138: Leadership Learning

<b>Pitcher's Name</b>	Emma Watton	<b>FoR category</b>	Leadership learning	<b>Date Completed</b>	14/10/16
<b>(A) Working Title</b>	Cricket balls, rolling pins and gourds: Artefacts and stories of leadership significance.				
<b>(B) Basic Research Question</b>	What are the facets between the relationship of an artefact, the story shared and an individual's understanding of leadership from a practice based perspective?				
<b>(C) Key paper(s)</b>	<ol style="list-style-type: none"> <li>1. Leadership learning: Kempster, S. (2009). <i>How managers have learnt to lead</i>. Basingstoke: Palgrave MacMillan.</li> <li>2. Artefacts: Hoskins, J. (1998). <i>Biographical objects: how things tell the stories of people's lives</i>. New York: Routledge.</li> <li>3. Storytelling: McDrury, J. and Alterio, M. (2003). <i>Learning through storytelling in Higher Education: Using reflection and experience to improve learning</i>. London: Kogan Page Limited.</li> </ol>				
<b>(D) Motivation/Puzzle</b>	The idea behind this research has come from using this approach as a teaching activity with mature, part-time Master level students over the last 7 years. I am always struck by the variety of objects chosen and the stories behind them and why the students feel they are significant to their leadership practice. Wanting to understand this more I was surprised to discover no literature on the use of biographical objects in a leadership context. Similarly with storytelling much is written about leadership stories from an organisational sense-giving perspective but less from a biographical leadership learning perspective.				
<b>THREE</b>	<b>Three</b> core aspects of any empirical research project i.e. the "IDioTs" guide				
<b>(E) Idea?</b>	<p>This research explores the relationship between artefacts and storytelling at an individual, leadership level within different contexts. Individuals connect the dual aspects of selecting an artefact and telling a story as to why the object holds leadership significance for them. By the nature of the participants and the research phenomenon it is likely to concern complex social relationships within a number of unconnected contexts. Artefacts are used in education to reflect upon the experiences of participants. Storytelling has a leadership influence that is recognised in the leadership literature. However, biographical artefacts and storytelling have not been used concurrently to increase our understanding of aspects of leadership, particularly leadership learning.</p> <p>The likely variables in this research are leadership learning, lived experience, and leadership identity. My hypothesis is that it is the life experience and emotions that are frequently exposed through the use of personal artefacts, aspects which are often hidden from everyday discourse. More research is needed into the use of artefacts and storytelling to illuminate aspects of leadership for example how we understand and make sense of leadership from an implicit leadership theory perspective and how the values articulated through the object and story transfer into everyday acts of leadership. The area is little understood and hence the purpose of my PhD.</p>				
<b>(F) Data?</b>	<ol style="list-style-type: none"> <li>1. Research participants will be drawn from a pool of contacts known to the researcher and/or associated with the Department of Leadership and Management. The contacts are not personal contacts and are not taught by the researcher and therefore do not represent a conflict of interest. They will be drawn from a variety of backgrounds will be asked to take part in a single semi-structured interview either face to face or by phone (recorded and transcribed by the researcher). It is anticipated the participants will be mature adults in a formal leadership role and from a variety of industry sectors, the public sector and not for profit sector. Whilst the majority are likely to come from the UK, there will also be international participants to explore any cultural or geographical implications.</li> <li>2. The sample size will be between 20-30 research participants.</li> <li>3. This is not a panel dataset.</li> <li>4. Participants will be sourced through personal networks, word of mouth, snowballing and through projects and/or programmes that may be running at Lancaster University. This is a part time PhD and data will be collected during years 3 and 4. No assistance or grant funding is anticipated as necessary for this study. Semi-structured interviews will be used with the questions being formulated by the researcher and the questions will evolve over time based on an increased understanding of the phenomenon with the knowledge gained over the time frame. My methodology is grounded theory. I have chosen grounded theory for two reasons. Firstly due to the nature of the participants and the phenomenon being researched which will concern complex social relationships within a number of unconnected contexts (Kempster and Parry 2011). Secondly, to understand leadership as a process as suggested by Parry (1998). In order to make sense of the different contexts and to generate plausible explanations as to the relationship between the variables and further to anchor findings in the reality of the participants it is proposed that a critical realist view will be taken for my analysis.</li> <li>5. I propose to use Nvivo software to help keep track of the data and the evolving themes emerging from the data.</li> <li>6 &amp; 7. In order to make sense of the different contexts and to generate plausible explanations as to the relationship between the variables and further to anchor findings in the reality of the participants it is proposed that a critical realist view will be taken. Applying the critical realist ontological assumptions of a stratified reality the data will be analysed and linked across three levels through a process of abstraction and retroduction as described by Easterby-Smith et al. (2012). The</li> </ol>				

	empirical level which captures the experiences and perceptions people have; the actual level which includes the events and actions that occur and the real level which comprises the casual powers and mechanisms at play and which are often un-detected but which have significant consequences for people and society (Bhaskar 1978). The final number of participants will be determined by reaching saturation point in plausible explanations. Transcribed interviews will be sent to participants for them to confirm accuracy and to further add reflections post interview and in light of the interview process.
<b>(G) Tools?</b>	Critical realist informed grounded theory (Kempster and Parry, 2011) will be used to analyse the semi-structured interviews. Nvivo software will help to formulate the data themes. The data analysis will lead to theory development through described plausible and contingent explanations leading to work-in-progress hypothesis being generated. Critical realism seeks to differentiate between generalisation and abstraction and retroduction to consider the frequency and regularity of change as well as what change takes place or is produced (Sayer 2004). Theory can be developed through patterns of relationships connected to structure or through an individual's reflections on their situation or indeed through both (Ackroyd 2004).
<b>TWO</b>	<b>Two key questions</b>
<b>(H) What's New?</b>	The novelty is in the combination of the idea and subsequent data collected which has not been explored previously. It can be illustrated through a Venn diagram: The <b>red</b> circle is <b>leadership learning</b> . The <b>blue</b> circle is <b>biographical artefacts</b> . The <b>green</b> circle is <b>storytelling</b> . The intersection will be the findings and contribution.
	
<b>(I) So What?</b>	This research will build on the existing knowledge regarding leadership learning and people's implicit theory of leadership. I aim to bring the role of biographical artefacts and storytelling into leadership learning and therefore consideration in the leadership field. The process I have developed is a tool that can help people explore tacit aspects of their leadership practice and express these, not only during the interview but subsequently within their organisational context.
<b>ONE</b>	<b>One bottom line</b>
<b>(J) Contribution?</b>	A greater understanding of leadership learning and identity.
<b>(K) Other Considerations</b>	Target journals which seem appropriate include: <ul style="list-style-type: none"> <li>• Management learning</li> <li>• Leadership and the humanities</li> <li>• Leadership</li> </ul>

Template taken from Faff, Robert W., Pitching Research (March 22, 2015). Available at SSRN: <http://ssrn.com/abstract=2462059> or <http://dx.doi.org/10.2139/ssrn.2462059>