Contents

[Abstract 6](#_Toc403571154)

[1.0 Introduction. 6](#_Toc403571155)

[1.1 Aim of the study. 6](#_Toc403571156)

[1.2 Rationale for the research 7](#_Toc403571157)

[1.3 Research Questions 7](#_Toc403571158)

[1.4 Context of the study 8](#_Toc403571159)

[1.5 Outline of the study 8](#_Toc403571160)

[1.6 Limitations of the study 9](#_Toc403571161)

[2.0 Literature Review 9](#_Toc403571162)

[2.1 How has the pursuit for international rankings spurred on by Globalisation impacted Higher Education mobility? 10](#_Toc403571163)

[2.2 The shifting patterns of leadership roles, responsibilities and identities brought on by Globalisation and academic mobility. 11](#_Toc403571164)

[2.3 What tensions, dilemmas and challenges are presented when managing a diverse workforce? 13](#_Toc403571165)

[2.3.2 Limitations of the GLOBE study 14](#_Toc403571166)

[2.3.3 Significant cultural traits influencing expectation of leadership behaviour and characteristics, and subsequently influencing the experiences of middle managers. 15](#_Toc403571167)

[2.3.3.1 Power Distance 15](#_Toc403571168)

[2.3.3.2 Uncertainty Avoidance, Teamworking, Individualist, collectiveness and Assertiveness 15](#_Toc403571169)

[2.3.4 Does culture really influence leader effectiveness? 17](#_Toc403571170)

[3.0 Methodology 17](#_Toc403571171)

[3.1 Ethical considerations 19](#_Toc403571172)

[4.0 Findings and Discussion 20](#_Toc403571173)

[4.1 R1 perception of changing role and responsibilities of middle manager 21](#_Toc403571174)

[4.2 What are the experiences, dilemmas and challenges middle managers face when leading a culturally diverse workforce? 22](#_Toc403571175)

[4.2.1 Tolerance (Humane Orientation) 22](#_Toc403571176)

[4.2.2 Respect for tradition (Long term vs short term) :- 23](#_Toc403571177)

[4.2.3 Consultation or Concrete Decision Making ? (Power distance) 27](#_Toc403571178)

[4.2.4 How to deal with Uncertainty (Uncertainty avoidance) 28](#_Toc403571179)

[5. Conclusion 30](#_Toc403571180)

[Reference List 31](#_Toc403571181)

[Appendices 35](#_Toc403571182)

[Appendix 1: table 1 and Appendix 2: table 2 for Dimensions of culture Measurement in the Hofstede and GLOBE studies respectively (taken form Shi 2011) 36](#_Toc403571183)

[Appendix 3: table 3 : A table mapping societal clusters to the GLOBE cultural leadership dimensions 37](#_Toc403571184)

[Appendix 4 : Interview questions and design 38](#_Toc403571185)

[Appendix 5a Ethical Approval form 41](#_Toc403571186)

[Appendix 5b : Risk assessment forms 47](#_Toc403571187)

[Appendix 5C1 : information sheet 52](#_Toc403571188)

[Appendix 5c2 : information sheet 55](#_Toc403571189)

[Appendix 5C3 : consent form 58](#_Toc403571190)

[INFORMATION SHEET 58](#_Toc403571191)

[Consent Form 59](#_Toc403571192)

[Appendix 6 : Table 6 Content Analysis 62](#_Toc403571193)

[Appendix 7 : table 7 Mapping R1 most desirable characteristics to the GLOBE study Universal and contingent leader characteristics. 65](#_Toc403571194)

# Abstract

This study aims to explore theimpact offree market, neoliberal ideology of globalisation, in turn driving academic mobility within higher education circles and impacting the identities and experiences of middle managers in post 1992 universities.

These turbulent forces of free market ideology has initiated education to be seen as of global significance, in turn initiating pressures of international rankings. These driving performative dimensions have instigated an overwhelming shift towards universities acquiring adept lecturing staff from a global expert pool, resulting in a diverse multi-cultural workforce within the university sector (Albech 2002).

These distributed cultures have been found to exert conflicting influences of asymmetrical power relationships on middle managers, initiating challenges and tensions. In recent times researchers have proposed flexible leadership patterns in order to make sense of the best ways to balance the varying expectations related to uncertainty, collaborative working environments (Thomas 2004; Cox and Blake 1991; Wagner 2004)). This study aims to explore how the identities of middle managers are evolving due to these turbulent forces and provides and illuminating lens into two middle managers experiences.

# 1.0 Introduction.

## 1.1 Aim of the study.

The purpose of this study is to investigate the impact a multi-cultural lecturing team has on middle managers roles, identities and responsibilities. Crucially this study aims to explore how diversity has impacted leadership experiences. In particular it will investigate the new challenges and tensions middle managers experience when managing a diverse multi-cultural workforce. The foundations of this study stem from the GLOBE study’s leadership dimensional labels and they provide a significant contribution to this study’s thematic approach.

## 1.2 Rationale for the research

Traditionally middle managers were seen as the power-house of research and curriculum development within Universities( Tseng *et al.* 2010). However In more recent times the discursive bias in favour of academic mobility from governmental, public and Higher Education (H.E.) circles (Marginson and Van Der Wande 2007); coupled with the pressures of international ranking, resulting in international acquisitions and merges for my university has meant middle managers identity, roles and responsibilities are becoming blurred, due to varying expectations and perceptions of leadership characteristics from different cultures. This timely study comes at a time when universities are seeing a situation where tensions and challenges arise as different cultures influence, reshape and redefine the leadership dimensions and experiences.

Despite a growing literature raising awareness of the impact of globalisation (Marginson and Van Der Wande 2007; Wagner 2004) and significance of academic mobility (Altbach (2002) impacting middle manager identity and experiences, key questions remain unanswered in a time of global uncertainty as universities try and position themselves in niche markets.

This study aims to explore precisely the varying experiences of middle managers when leading a multicultural staffing pool and identify how their roles and identities have evolved. It aims to address the following key questions :

## 1.3 Research Questions

***What are the experiences, shifting patterns of identities, dilemmas and challenges H.E. middle managers face when leading a culturally diverse workforce ?***

1. *How has the pursuit for international rankings spurred on by Globalisation impacted (H.E) mobility?*
2. *What are the shifting patterns of professional identities of middle manager brought on Globalisation and academic mobility?*
3. *What are H.E. middle managers experiences of managing a culturally diverse workforce?*
4. *What specific leader behaviour and attributes are linked to cultural characteristics?*

## 1.4 Context of the study

My career in higher education has seen changing cultural and political landscapes, in particular the profiles of the lecturing team, at the University of West London (UWL) has changed more recently in the last 5-7 years, with shifts towards cultural diversity. Stemming from the need to secure the best international researchers. The emphasis on international rankings and the lifting of the cap on student numbers (Hillman 2014) has initiated the formation of partner alliances in India and the subsequent restructuring with the introduction of the controversial field leaders (Rintoul and Goulais 2010). The introduction of these new measures, resulting in a diverse multi-cultural workforce, within my department has fuelled my curiosity as to what are the new challenges and tensions presented for middle managers and how, has their role and experiences of leadership evolved.

## 1.5 Outline of the study

This study will identify the global and national forces of change that have initiated the mobility of lecturing staff within the university sector in the pursuit of international rankings. It will then explore how the ideologies of globalisation and neoliberal free market forces have impacted the identities, roles and responsibilities of middle managers within Higher Education. In particular, in the findings section, the experiences of two middle managers will be discussed; identifying the challenges they have faced when leading and managing a diverse workforce and how their individual journeys have evolved to resolve the tensions based on their historical backgrounds and individual leadership styles. The underlying parameters framing the investigation identifying the experiences of middle managers for this research study are pivoted on the GLOBE study leadership dimensions (House *et al.* 2002). Subsequently the study attempts to identify if their leadership styles map onto the GLOBE study findings or if there are any deviances and provide explanations for discrepancies.

## 1.6 Limitations of the study

This study is limited as time permitted only two interviews with middle managers and one pilot study interview**.** More participants needed to be interviewed from different cultures for a fuller study in order to appreciate if my small study did concur with the GLOBE study findings. This project is qualitative and the subjectivity of individual respondents makes this project suitable only for small scale projections and generalisations therefore cannot be made (Cohen *et al.* 2000).

# 2.0 Literature Review

This literature review aims to contextualise the impact of Globalisation and identify the impact of today’s Government ideologies influencing the ever-changing political landscaped within H.E. In addition the study elaborates on how timely Polices and Declarations are pressuring Universities to become internationally recognised, in turn promoting academic mobility within universities and creating a multicultural workforce. The review will identify key author’s discussions on the evolving leadership identities, roles and responsibilities initiated by these forces. Following on, the review analyses the literature to illustrate the impact academic mobility and diversity has on leadership dimensions. In particular, this study critically reviews the GLOBE studies and to a lesser degree the Hofstede study’s theoretical models and frameworks providing the underlining leadership dimensions for my study. The labels from the GLOBE study (House *et al.* 2002) act as a vehicles to navigate the investigation in order to identify the tensions, dilemmas and challenges that impact leaders when leading a diverse workforce. Lastly the study will identify how this literature review has influenced the formation of my research questions.

## 2.1 How has the pursuit for international rankings spurred on by Globalisation impacted Higher Education mobility?

The globalisation process of making university a business; justified in terms of the free market, neoliberal, ideology of globalisation (Thomas 2004) , spurred on by government circles everywhere to justify privatisation and commercialism of research has initiated a constantly-shifting cultural and political landscapes within universities. These ideologies of global integration of markets, and international competition have influenced a socio-political trend in favour of a strong discursive bias towards academic mobility stemming from the need to recruit elitist worldwide talent in order to secure international rankings within changing landscapes of global visibility (Musselin 2004; Marginson and Van Der Wande 2007; Wagner 2004) .

It is not only such ideologies that have influenced ever-changing patterns in University societal cultures. Polices, such as the Bologna Declaration and the European’s Commission’s (EU’s) policy on European research and the Socrates programme (Marginson and Van Der Wande 2007) have had a deep impact on ‘promotion of human resource mobility’ within Higher Education circles, solely for the purpose of encouraging the pursuit of academic excellence.

These declarations and movements have impacted the recruitment strategies of my university, favouring recruiting expertise from a worldwide market, rather than local, resulting in the department having expertise from Sweden, Holland, England, Wales, China, Greece, USA, Malaysia and India. The cultural change experienced within my department coupled with the redefining of our institution from a vocational to a more research oriented one invokes unstable times.

The multi-cultural aspect of the department goes further than just at a local level, it stretches to the formation of international franchises. We are experiencing the globalisation process empathetically, enthusing UWL into the promotion of the concept of ‘boarderless’ in faculty work by entering into internationally networked partnerships and offering global degrees with other higher education institutions (Marginson and Van der Wender 2007). These initiatives have invoked international lecturer mobility between international franchises, which has fed into the international character of our university promoting transferability of intellectual capital and contribution of knowledge transfer, encouraging the continuous global flow of people and knowledge. (Kwiek 2001; Musselin 2004). These initiatives in particular are opening new experiences and changes in role dimensions for middle managers engaged in building sustainable alliances and partnerships, rather than being the ’powerhouse’ of research and curriculum design.

Such initiatives have invoked my curiosity and have influenced my research questions to address the complexities these mergers bring and the new tensions manifesting during the negotiation processes (Research question a). The timeliness of this study is important as ignorance in cultural norms can lead to fragile and volatile alliance formations (Cox and Blake 1991).

## 2.2 The shifting patterns of leadership roles, responsibilities and identities brought on by Globalisation and academic mobility.

The freemarket, neoliberal, globalisation ideologies unwittingly, also unearthed a deep and often hidden impact of cultural and socio-political influences on the management style and leadership behaviour at grass root levels.

The complexities of managing lecturer expectations from varying degrees of culturally diverse perceptions of leader behaviour and attributes, present middle managers with very different landscapes of experiences which can be challenging as well as invigorating. (Research question d).

Middle managers role was traditionally depicted as a relational activity aiming to provide direction for faculty and departments (Bryman 2007; Tseng *et al.* 2010).

When analysing established literature we notice that the concept of leadership and the roles and responsibilities of middle managers were presented in a number of varying approaches, often unarticulated and contradictory. Analysis of the literature reveals that the dimensions of traits and personalities (Briggs 2007) traditionally were prevalent. Historically in literature debates circulated the notion of personality traits being linked to the emergence of a leader, at the other end of the spectrum we see that contemporary research relied more on the actions of a leader in acknowledging their performance (Bryman 2007). These studies omitted to articulate the impact of culture on leadership dimensions. More timely research is needed with the onset of academic mobility and formation of international alliances, to establish how the leadership dimensions of middle managers is evolving.

If we look at my university, historically the middle managers role was concerned with leading and managing lecturers at a local level. With the onset of academic mobility, in turn creating a multi-cultural workforce has meant that middle managers experiences of leadership has changed significantly. We see demonstration of this when we analyse the literature for studies performed on multi-cultural workforces (the GLOBE studies) we see that the perceptions of leadership styles and culturally contingent leader characteristics varies dramatically depending on societal and country clusters (House *et al* 2002). Culture has an impact on how leadership is perceived. Concepts of what is deemed universally desirable (or undesirable) leadership characteristics in one country varies significantly in others (Soares *et al*. 2006). This creates a blurring in middle managers identity.

Academic mobility has created ever changing shifting patterns in deeply held personal notions of identity and have given rise to the subsequent notion of multiple identities (Floyd 2012) which have been largely unexplored in literature for modern post 1992 universities and this gap in knowledge informs the direction of this research and the formulation of the research questions (Research question b).

Traditionally extensive studies by provided dimensions for managerial identity of middle managers in terms of their role, values and profession, in particular the studies found that heads of department focus was on protecting and developing their staff and securing resources (Bryman 2007; Floyd 2012; Briggs 2007). Certainly these dimensions resonated within my university, which was focused on recruiting staff locally whose, perception of middle managers was to give decisive direction.

However more recently over the last few years, Middle manager Identities have become ambiguous due to many factorial influences, increasing alliances with international partners, government practices and the social environment around them (Briggs 2007; Floyd and Dimmock 2011). More recently, particularly in UWL middle managers identity is having to be re-negotiated due to the varying leadership expectations by the diverse cultural workforce which they now lead; the different practices employed globally; the differences in cultural norms and lastly the added complexities of managing remotely of globally diverse partner institutions.

Exploration is needed as to how the middle managers professional role is understood, influenced by pressures of performing within international research circles and displaying a presences within the international ranking and REF tables, as well as balancing the image of being a vocational institution. At some level UWL like many other vocational universities has been deeply implicated by the inevitable globalisation process.

At UWL the challenges and tensions presented by multi-culturalism to middle managers identity and definition of roles is compounded by the excessive controversial administration systems implemented to cater for the lecturer mobility at local and at international franchise level. (Marginson and Van der Wender 2007). The complexities of these cross boarder, lecturer mobility, processes display university management and leadership as inefficient in administration, and accountability which they cannot afford.

Furthermore these pitfalls of globalisation provide ammunition to those critiques who strenuously oppose the idea of autonomous university and are dedicated to the knowledge and learning for its own sake (Musselin 2004) and universities retaining a strong sense of identity and purpose, rather than becoming a business.

## 2.3 What tensions, dilemmas and challenges are presented when managing a diverse workforce?

The practicality of mobility and multiculturalism is not unproblematic although polices have been designed to attract foreign elitist researcher by providing very competitive salaries REF, the diversity in academic cultures creates problems, in how to manage cultural expectations and behaviours and difficulties arise in understanding how leadership attributes, traits and characteristics are perceived by different cultures.

### 2.3.1 The underlying theoretical framework : The GLOBE and Hofstede studies

When trying to find a deeper insight into increased understanding of how cultural diversity impacts leadership experiences two significant key studies emerge in literature. The Hofstede Model which distinguished cultures according to five dimensions on which country cultures differed (Hofstede 1994; Taras *et al*. 2012; Cronje 2011; Kang and Martin 2008). These dimensions were revealed through theoretical reasoning and statistical analysis the different solutions society had to basic problems (Shi 2011). This study has been superseded in literature by a less criticised study in literature, not because it is less controversial but perhaps because it is more recent and yet not fully analysed and tested (Shi 2011). The GLOBE study performed by (House *et al.* 2002; Hoppe and Eckert 2012; Javidan and Dastmalchian 2009), a more extensive study performed by 17- researchers as opposed to one in the Hofstede study and surveyed 951 organisations in comparison to the smaller study performed by Hofstede, built on the Hofstede study by maintaining the labels : *Power Distance and Uncertainty Avoidance* however they did not accept the anthological logic in Hofstede’s dimensions and sought psychological face validity and political correctness by renaming the *Long Term Orientation into Future Orientation* and by splitting individualism-collectivism into institutional *Collectivism and In-Group Collectivism* and by replacing *Masculinity-Femininity* to: *Assertiveness, Performance Orientation, Gender Egalitarianism and Humane Orientation* (Shi 2011) (see Appendix 1: table 1 and Appendix 2: table 2 for Dimensions of culture Measurement in the Hofstede and GLOBE studies respectively) .

The nine cultural dimensions identified in the GLOBE study make it possible to capture the similarities and differences in norms, values and beliefs among societies (Hoppe 2007). These dimensions informed the underlying parameters for my study.

### 2.3.2 Limitations of the GLOBE study

The studies revealed how these cultural dimensions influence how leadership is experienced. Careful analysis of the studies reveals categories and contextualisation of these leadership dimensions in varying degrees of cultural importance (Hoppe 2007; House *et al*. 2002; Hoppe and Eckert 2012).

For e.g performance-oriented leader style is the highest in rank for the Anglo cluster, whereas the Nordic culture ranks the Participative leadership style i.e. input from others in decision making and equality most important ( see Appendix 3: table 3 : A table mapping societal clusters to the GLOBE cultural leadership dimensions)

Interestingly what emerged from these studies was significant discrepancies between how cultures experience the leadership dimensions categorised by the Hofstede and GLOBE studies; these poignant differences of expectations stem from deep historical traditional variances (Alexander 2006), resulting in tensions and pressures for middle managers unwittingly unaware of the cultural expectations, often hidden in unarticulated beliefs of leadership style (Floyd 2012).

This is demonstrated from the robust methodological design in the GLOBE studies (House *et al.* 2002 ) involving questionnaires sent to 62 societies it was uncovered values and beliefs and historical upbringings are important considerations in shaping individual leadership identities (Briggs 2007).

## 2.3.3 Significant cultural traits influencing expectation of leadership behaviour and characteristics, and subsequently influencing the experiences of middle managers.

### 2.3.3.1 Power Distance

We observe from the GLOBE and Hofstede studies, that societies who embrace large power distance have an expectation that the head of school will provide concrete direction and in effect be’ told what to do’ , embracing an autocratic style of leadership (House *et al.* 2002). Such expectations and understandings play out differently from lecturers who come from small power distance societies preferring negotiation and an expectation that their voices / opinions will be heard or at least consulted (Hofstede 1994). What impact such variances have on middle managers experiences is yet uncertain and informs my study.

### 2.3.3.2 Uncertainty Avoidance, Teamworking, Individualist, collectiveness and Assertiveness

Clearly there is a learning process for middle managers when identifying the strategies to employ in uncertain situations. The subordinate lecturering team in universities have varying degrees of expectations on how such situations should be managed, routed in their cultural background (Eisner 1992; Hofstede 1994). If we were to look at the literature we see that the findings from strategic studies such as House *et al* studies, indicate that there is an expectation that middle managers should minimise the risk of unknown situations by having strict laws and regulations in place for uncertainty avoidance cultures. Whereas lecturers from uncertainty accepting societies exhibit more tolerance and are more willing to accept different opinions to what they are use. These are not the only tensions that arise within the work situation due to cultural differences. From the case-study approach conducted by the GLOBE studies, which draws on the implicit leadership theory (Lord and Maher 1991) , value belief theory (Hofstede 1980) and implicit motivation theory (McClelland 1985) (House *et al.* 2002) attention was brought to how different approaches to work practices are employed within different cultures and the tensions they can cause. It was shown that individualist cultures whose emphasis is in the importance of task over relationships, conflict with collective cultures beliefs valuing productivity (House *et al*. 2004; Hanan 2006 ).

Perhaps the most significant aspect where there is a blurring of boundaries is in the perception of leadership assertiveness. GLOBE studies (Hoppe and Eckert 2012; Soares *et al* 2007) observed that assertiveness is most appreciated and required as a quality of leadership, exhibiting decisiveness within the masculinity cultures, whereas this quality is ridiculed within feminist cultures, who emphasis more on developing a quality of life within the work environment.

These theoretical parameters form the basis of my research study, however my study acknowledges that in a world of plural identities (Willie 2002), brought on by Globalisation (Lammers and Hickson 1979; House *et al.* 2002) as many have argued the variety of cultural specific traditions, values, ideologies and norms have had a direct impact on leadership styles and how leader behaviour is experienced (Tares *et al.* 2012), particularly in a time of Global mobility with H.E.

Clearly these variances would inevitably cause strain on middle managers and institutional leadership strain. It is therefore understandable that such complex forces of globalisation have increased the underlying challenges and dilemmas middle managers experience and investigation needs to be conducted to see if middle managers identity have evolved and if they need to develop a new set of skills capable of negotiating the tensions. My study aims to explore these tensions and the skills needed to address them.

## 2.3.4 Does culture really influence leader effectiveness?

The GLOBE and Hofstede studies revealed that leader effectiveness is contextualised and embedded within societical norms, values and beliefs of the people being led. Whilst the key studies indicate that culture influences leader effectiveness, Recent papers by Brewer and Vanaik (2013) identify weaknesses in the Hofstede studies by explaining that the national nature of culture constructs, which the Hofstede studies were based on, cannot be projected onto individuals or organisations, therefore generalisations cannot be made. In addition criticisms arise on the specific words used within the questionnaire design as being open to interpretation, thus conclusions reached by the study may be flawed.

Where as the key studies by Hostede and the GLOBE research give some foundations as to how culture is related to leadership effectiveness, they were conducted within a commercial context and not within the university academic area. Few studies have explored how globalisation has impacted leadership experiences and whether these studies are still applicable within the university environment. Within UWL the Middle managers have worked within many institutions in several countries and therefore their individual identities may resonate with multiple cultures. Potentially their cultural identity may have been blurred from their own global mobility experiences. My study aims to provide an illuminating lens or insight into these experiences.

# 3.0 Methodology

Research is problematic, diverse and complex (Hammersley 2005). Literature manifests reserach as a polarisation of two extremes. At one extreme is the realist / objectivist ontology, claiming that objective detachment and neutrality is desirable when conducting research (Sarantakos 2005). At the other extreme is the constructionist ontology representation, based on interpretivist epistemology (Hanan 2006), Citing that a subjective approach is fundamental when discovering the reality of the world around them and as my research is focusing on how the world of leadership has altered under the pressures of globalisation and academic mobility, it is envisaged a interpretivist approach is desirable as it will explore how leadership is experienced according to one’s own cultural and historical upbringings (Hammersley 2005; Eisner, 1992;).

The methodology affirms the concept of subjectivity as semi-structured interviews were adopted which allowed for individual accounts and stories to be voiced (Flick 2011) on how leadership identities and roles have evolved. Initially a pilot study was conducted, which revealed several flaws in the design related to interpretation and addressing the research questions, subsequently the questions were redesigned. (see Appendix 4: Interview Questions and design).

A qualitative approach was adopted using semi-structured interviews as it was felt that they provide the participant with an opportunity to interact with the interviewer in a way that feelings and expressions emerge (Cohen *et al.* 2000) and for the researcher to probe the respondents and obtain more detailed information, than a questionnaire study would permit for (Flick 2011). In Addition as this research is interested in the changing nature of middle manager identities and their experiences in the context of globalisation and promotion of academic mobility, it was envisaged that interviews would allow for free flow of dialogue and information.

Careful selection was made as to who to interview. The sample size was selected as a combination of convenience sampling and purposive sampling (Bryman 2008) to help identify appropriate participants. Middle managers were selected according to their cultural background and gender was also taken into consideration. The university has several middle managers from a range of nationalities, it was decided to select an Anglo male middle manager and compare his experiences with a female from Sweden, as they are contrasting cultures. Participants were sent the consent forms prior to the interview (see Appendix 5: consent form). One hour interviews were arranged at a convenient place and time. Audio recording permission was obtained.

Reflection was given when designing this project to allow for potential for small scale external validity and reliability, within the population of middle managers of a vocational university with a multi-cultural workforce. Although Silverman (1997) propose for quantitative projects the notion of the generalisation of small scale research findings possibly generating transferability to larger scale projects, however this project is a small scale qualitative project and as such has limitations for generalisations, however, the notion of validity is maintained for this qualitative research for external projects with generalisations possible only to a small scale as the subjective and interpretative nature of this research findings may be of small benefit in other similar situations *(*Cohen *et al. 2000).*

In order to provide for reliability, were appropriate for my study, the tried and tested questions used in the GLOBE case study were used in my interview design.

This was an inductive approached based project. The next phase was to conduct a content analysis on the responses and code and analyse the responses to identify emerging common themes (see Appendix 6: Table 6 Content analysis). These themes were coded according to the 6 key dimensions of National culture (P*erformance oriented, Team oriented, Participative, Humane, Autonomous and Self/Group protective).* To add to the credibility of the qualitative research study the responses underwent discourse analysis and were cross-referenced with the findings of empirical studies discussed in the literature review, to determine if there are any consistencies or ‘deviant cases’ to test the research questions (Rudestam and Newton 2007) and to draw conclusions on the changing identity of middle managers due to the influences of academic mobility and the subsequent challenges and tensions imposed on middle managers role.

The findings were gathered, transcribed and summarised as individual ‘vignettes’ in the findings section.

## 3.1 Ethical considerations

For this research study, rigorous attention was given to the ethical considerations, in terms of obtaining consent, importance of anonymity and confidentiality. Firstly ethical clearance of the draft proposal was provided by the module leader via ethical approval and risk assessment forms (see appendix 5a : Ethical approval form and 5b : Risk assessment).

Two middle managers were chosen for the study. One being a male of English origin and the second a female from Sweden. They were given consent forms which outlined the reasons for conducting the research and it was clarified that they can refuse to take part or withdraw from the research at any point (Flick 2011; Rudestam and Newton 2007) (see Appendix 5 information and consent forms : 5c1, 5c2, 5c3, 5c4) Silverman (1997) warns us that when signed consent is sought subjects are less willing to commit themselves, in fear of being traced back to them. To mitigate this risk the participants’ names remain anonymous and were offered the opportunity to check or change the transcripts. In addition confidentiality was maintained as the participant’s comments and identity is preserved (Rudestam and Newton 2007).

# 4.0 Findings and Discussion

This section reports on two interviews conducted investigating the experiences and dilemmas of middle managers managing a multicultural workforce and their perceptions on how their identities have evolved. The findings have been mapped onto the labels identified in the GLOBE study, in particular : Humane orientation; Long Term vs Short term; Power Distance and Uncertainty avoidance and Team working. The discussion that follows contextualises and positions the findings within the literature and using content and disclosure analysis (appendix : Table 6 : content analysis) attempts to explain the deviations or similarities to the GLOBE study.

**4. What specific leader behaviour and attributes are linked to cultural char****acteristics?**

Respondent 1 (R1) is a middle manager and has worked within the Higher Education system for 30 years. He is an Anglo male. He has an excellent reputation in his field. He perceives the middle managers role as setting the vision, maintaining overall authority and managing the people within the department. Delving deeper into R1 beliefs and values systems, gives us an insight into a self-reflective person routed in morals which are similar to the GLOBE study’s Universal Leader and culturally Characteristics (House *et al.* 2002; Rintoul and Goulais 2010). He claims that “*trustworthiness …and Honesty .. most important .. people have to be able to trust you otherwise you lose respect.”.*

(see Appendix 7 : table 7 Mapping R1 most desirable characteristics to the GLOBE study Universal and contingent leader characteristics).

R2 is a field leader managing a team of 18 culturally diverse lecturing team. Her role has recently emerged over the last 5 years to help manage the head of department’s responsibilities. The field leader role is undefined (Floyd and Dimmock 2012) and does not hold any authority.

## 4.1 R1 perception of changing role and responsibilities of middle manager

R1 role has changed over the 15 years and even more significantly now as the culture of the university is changing. Whereas in the past he was seen as focused on developing the teaching and assessment strategies for the department (Chemesrs 1997). In more recent times, his role has evolved to initiating franchises with international partners, developing structures for delivery of curriculum in the alliances countries and motivating the lecturing staff to go and deliver the lecturers abroad in partner’s institution (Madlock 2008).

R1 is also responsible for managing a team of culturally diverse lecturing team.

He is also responsible for changing the department’s culture to focus on research and enterprise. All this has been met with relatively little conflict, due to the compassionate and emphatic way he manages his staff, he says

“ *he puts himself in their shoes*”. He insists that when selecting lecturers to travel to partner institutions they should be “*actually be from that country – as they will understand the culture and speak their language*”.

Here we see evidence that he is exhibiting leadership characteristics of the ‘Humane orientation’ (Taras *et al.* 2012) which stress compassion and generosity and patience and being supportive. Having discussed his role the focus of the interview went onto discuss the challenges he experienced.

## 

## 4.2 What are the experiences, dilemmas and challenges middle managers face when leading a culturally diverse workforce?

### 4.2.1 Tolerance (Humane Orientation)

During the course of this interview, it emerged that respondent R1 has not been perplexed with cultural norms, he has faced little resistance or conflict to his leadership decisions from the diverse lecturing pool he manages or indeed from the international partner institutions he has developed alliances with. This may be due in part, to his pluralistic leadership style (Tierney 1992; Willie 2002), his willingness to listen to different cultural approached, ability to welcome any idea and be open to creativity and a lack of a self-centred approach (Bryman 2007; Rintoul and Goulais 2010).

His perception of his identity in terms of his role has evolved significantly over that last 5 years, he emphases that he needs to be aware of cultural needs. He says with emotion that he “*needs to listen listen listen to his staff and then act”*. These are unfamiliar and changing times, in the past it appears that his role was more straight forward as its emphasis was on teaching and giving specific direction, now with the staff being multi-cultural and globally diverse, it means that he has to be more of a negotiator, who listens.

When asked if there are any challenges when handling multi-cultural staff he says

“*I don’t find much differences when it comes to culture in accepting me as a leader”.*

Rollinson (2005) would allude to this being in line with modern leadership characteristics, as his followers recognise and willingly accept him as the leader. We see his willingness to listen demonstrated when he says

“ *They make better subject heads ,bring knowledge from different countries,… the world is diverse and complex .. they bring with them an understanding of the world*”.

Interestingly his behaviour does not correspond with the findings of the GLOBE study for an Anglo leadership style, the GLOBE studies reported that an Anglo male would resonate more with the performative orientation leadership characteristics which focus predominately on achieving high standards and swift decision making, rather than the Humane orientation (Soares *et al.* 2007). (see Appendix 3: table 3 : A table mapping societal clusters to the GLOBE cultural leadership dimensions).

We may attribute this shift in characteristics due to him being brought up in the East End of London, where he said he struggled to be accepted within the affluent society in West and find his place and therefore he understands the difficulties the Asian cultures have when trying to come to England and gain respect within the teams.

### 4.2.2 Respect for tradition (Long term vs short term) :-

Interviewing R1 revealed that the one of the greatest tensions he has experienced is the concept of ‘losing face’ which is of paramount importance to the Asian cultures. He says that there is a lack of understanding in the West about this norm. He was passionate that leaders should be aware of different cultural value systems and they should demonstrate respect for tradition and understanding of the importance of social obligations and protecting ones face. R1 responded that he achieves this by using his Emotional intelligence and reading their body language. (see Fig 1.)

*“One of the most important things is that of … losing face … people in the West don’t realise how important this is … when dealing with them if you put them in a position where they lose face … you will lose the deal”.*

This style of leadership being emphatic to diversity (Cox and Blake 1991) has produced in his eyes harmony within the lecturing team and international partners, he doesn’t feel strained by the diverse values systems. His ability ‘*to put myself in their shoes*’ he feels has given him insight to their needs.

A different contrasting leadership approach emerges with respondent R2 her views on her identity as evolved dramatically she says that :

“*it’s too simplistic to generalise into national and international cultures, its more about personalities – people nowadays are a fusion of cultures, take myself I worked in 5 different countries and left Sweden 17 years ago, I don’t see myself as of the Swedish culture, rather a fusion of cultures, having worked in Africa, Europe and USA”*.

Although she eludes that culture is blurred due to globalisation and mobility of lecturers (Musselin 2004) and implies that culture doesn’t play a significant role rather personality is more important, She contradicts herself when she tries and categories the Anglo culture saying that

“*the Anglo culture are from the old school of leadership style … focusing on decisive decision making .. typical in the West but rebelled by the EU ”.*

She indicated thatthe Anglo culture’s emphasis is on individual decision making is hampering to progress and negotiation. We notice here that her emphasis is on culture not on personality. She goes on to identify that she has experienced conflict with the Anglo styleof leadership and when she had positioned an Anglo lecturer as course leader of an international team. There was a lot of tension within the team as the Anglo course leader would not be open to the different cultural perceptions of leadership styles. She swiftly decided to remove him from his role. This decisive leadership style caused conflict within the team and instability between cultures. Unlike R1 she did not resort to ‘putting herself in their shoes’ rather she took what she believes as affirmative action to resolve the problem; showing little tolerance. Although she acknowledges that this decisiveness has caused underlining tensions and isolation for her and has led to the individual being resentful, she feels for the international team it was the best solution. Here we see two very different leadership styles interestingly neither compiling within the parameters of the GLOBE studies; the Anglo culture exhibiting tolerance and Nordic decisiveness.

**R2 perception of identity shifting patterns.**

R2 actions she admits has caused her tensions and coupled with her blurred identity as to what is her role of a field leader, she feels disillusioned and looking to find a new position, less demanding and ambiguous (Bryman 2007). She acknowledges that her role over the last few years has required identity adaption and renegotiation and has meant that the team often overstep her decisions going directly to the head of department.

Her decisive and affirmative behaviour again is not respective of the GLOBE studies for the Nordic cultures, which were reported as resonating more with participative leadership style behaviours, rather than performance oriented. A reason for this divergence may be due to the ‘fusion’ aspect of her cultural identity, manifested due to her working in many countries and this impacting her leadership style R2 eludes to due to her working in many different countries (see Appendix 3: table 3 : A table mapping societal clusters to the GLOBE cultural leadership dimensions ).

**Fig 1: Mapping Respondent R1’s view to the GLOBE Dimensions of national culture Devised from the interview findings and conducting content analysis**

## 4.2.3 Consultation or Concrete Decision Making ? (Power distance)

Throughout the interview, quiet emphatically R1 exhibited characteristics of the ’Humane oriented leadership style’, however we see some contradictions when analysing his perceptions to the ’power distance’ aspect of leadership style (Shi 2010). Responded R1 indicates that one of the tensions he has when managing different cultures is that different cultures are unaware of UWL procedures and practices and often question it. Although he says he :

‘*I listen to them and get them to open up and consider their opinions’* he then contradicts himself by saying that ‘*but when it comes to regulations they have to be followed strictly and I sit them down and say this is how it’s done in the West*’ .

This style of leadership is more in tune with large power distance cultures who have an expectation that the head of school will provide concrete direction and in effect ‘tell them what to do’. Interesting although his overall ethos is one of exhibiting tendency towards diversity leadership, capable of understanding and embracing diversity (Cox and Blake 1991), in this instance he does not exhibit it here, one would think that this autocratic style of leadership - enforcing that ‘*this is how it’s done*’ could lead to resentment but deeper analysis reveals his compassionate nature or humanistic orientation style when he says

*“I explain their opinions are important, however … it’s the way it’s done here so it’s important to follow this*”.

A possible interpretation for his behaviour working against his values is that the university follows a strategy that in uncertain situations a low risk strategy must be followed thus strict laws and regulations are in place (House *et al*. 2002). Although he expresses he has challenged the stifling regulations, citing ‘*we do not necessarily do the best way’* his resistance has been forfeited by the university; resulting in him adopting a ‘lack of ownership’ attitude as demonstrated with his hand gestures.

## 4.2.4 How to deal with Uncertainty (Uncertainty avoidance)

The university follows a low risk strategy, with strict guidelines in place, possibly due to government governance, particularly regarding international students and their monitoring processes. Respondent R1 own values and belief is to allow for flexible leadership patterns to balance uncertainty. He emphasizes with emotive expressions that he does not believe in ‘micro management saying “*it is dangerous*”. He states that he believes in

*“Allow for creativity by promoting creative thinking and innovation*”. He exhibits the dimensions of a leader who is accepting and tolerant of ideas.

Conversely R2 is very keen on micro managing as she feels she can control the lecturers outputs. She says joking that “ *academics are like stray cats they smile and say yes to everything and wonder off and do their own thing*”.

**Fig 2: Mapping Respondent R1’s view to the GLOBE Dimensions of national culture**

**Devised from the interview findings and conducting content analysis**

# 5. Conclusion

The aims of this study was to identify how the identifies, the roles and responsibilities of middle managers have evolved due to the forces of Globalisation and academic mobility and the impact they have on the experiences of middle managers within H.E.

We are seeing that the complex interplay between the structural systems, forces of globalisation and push towards universities being seen as a business has re-negotiated the traditional concept of leadership presented in literature. My small study has revealed that these forces have initiated a blurring of identities and leadership traits as provided by illuminating GLOBE and Hofstede dimensional models.

This study revealed a complex tapestry of leadership identities, often interviewing and on occasion producing diverging conflicting strands. The socio-political forces have created a concept of multiple leadership identities with a perception that middle managers don’t exhibit the characteristics of one particular culture rather they have evolved into a ‘fusion’ of multiple identities.

The impact of Globalisation and the free market ideologies have impacted the leadership experiences, creating tensions and challenges. The findings of my study indicate that those middle managers embracing the qualities of diversity leadership, seeking to intertwine the elements of a new leadership paradigm with the values of cultural pluralism; interplaying respect for plurality of population groups making up the university communities (Cox and Blake 1991) experience less tensions.

Deeper knowledge and investigations into the challenges and tensions potentially transforming the experiences of middle managers and a better understanding of the self-image of middle managers within the changing landscapes brought on by Globalisation and university affiliations, will facilitate a more collaborative and institutional culture

# Reference List

CORRECT REF LIST

Altbach, P. (2002) *Centers and Peripheries in the Academic Profession : The Special Challenges of Developing Countries, in P*. Altbach (ed)., The Decline of the Guru; The Academic Profession in Developing and Middle-income Countries, Boston College, Chestnut Hill, pp.1-22.  
  
Alexandra, H.A. (2006) A View from Somewhere: Explaining the Paradigms of Educational Research. *Journal of Philosophy of Education,* 40(2), p.205-221.

Biesta, G. (2010) 'This is My Truth, Tell Me Yours'. Deconstructive pragmatism as a philosophy for education. *Educational Philosophy and Theory,* 42(7), p.710-727.

Briggs, A. (2007) Exploring professional identities: middle leadership in further education colleges. *School Leadership and Management*, 27(5), p.471-485.

Bryman, A. (2007) Effective leadership in higher education: a literature review. *Studies in Higher Education*, 32(6), p.693-710.   
  
Cohen, L., Manion, L. & Morrison, K. (2000) *Research Methods in Education*. 5th ed. London: RoutledgeFalmer.

Cox, T.H. and Blake, S. (1991) Managing Cultural Diversity: Implications for Organizational Competitiveness. *The Executive,* 5(3), p.45-56.

Cronjé, J.C. (2011) Using Hofstede’s cultural dimensions to interpret cross-cultural blended teaching and learning. *Computers & Education,* 56(3), p.596-603.

Eisner, E. (1992) Objectivity in Educational Research. *Curriculum Inquiry,* 22(1), p.9-15.

Flick, U. (2011) *Introducing Research Methodology.* London: SAGE Publications ltd.

Floyd, A. & Dimmock, C. (2011) 'Jugglers', 'copers' and 'strugglers': academics' perceptions of being a head of department in a post-1992 UK university and how it influences their future careers. *Journal of Higher Education Policy and Management,* 33(4), p.387-399.

Floyd, A. (2012) Turning Points and Professional Circumstances that Lead Academics to Become Middle Managers, *Education Management, Leadership and Administration,* 40(2) p272-284.

Frølich, N., Huisman, J., Slipersæter, S., Stensaker, B. & Bótas, P. (2013) A reinterpretation of institutional transformations in European higher education: strategising pluralistic organisations in multiplex environments. *Higher Education,* 65(1), p.79-93.

Halbesleben, J.R.B., Wheeler, A.R. & Buckley, M.R. (2005) Everybody Else is Doing it, So Why Can't We? Pluralistic Ignorance and Business Ethics Education. *Journal of Business Ethics,* 56(4), p.385-398.

Hammersley, M. (2005) Countering the 'New Orthodoxy' in Educational Research: A Response to Phil Hodkinson. *British Educational Research Journal,* 31(2), p.139-155.

Hanan, A. (2006) A View from Somewhere: Explaining the Paradigms of Educational Reserach. *Journal of Philosophy of Education,* 40(2), p.205-221.

Heikkinen, H., Kakkori, L. & Huttunen, R. (2001) This is my truth, tell me yours: some aspects of action reserach quality in th elight of truth theories. *Educational Action Research,* 9(1), p.9-24.

Hilman, N. (2014) *A guide to the removal of student number controls.* Higher Education Policy Institute. [Online]. Available at : <http://hepi.ac.uk/2014/09/18/guide-removal-student-number-controls/> [Accessed : 24 July 2014]

Hofstede, G. (1994) The business of international business is culture. *International Business Review,* 3(1), p.1-14.

Hoppe, M. and Eckert, R. (2012) *Leader effectiveness and culture: The GLOBE study*. Centre for Creative Leadership. [Online] Available at : <http://www.cc;.org/;eadership/pdf/assessments/GlobeStudy.pdf>

House, R., Javidan, M., Hanges, P. & Dorfman, P. (2002) Understanding cultures and implicit leadership theories across the globe: an introduction to project GLOBE. *Journal of World Business,* 37(1), p.3-10. *Summon* [Online]. Available at: <http://reading.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwXZ2_CgIxDMaL-ASC4ugLnLRNm15nucNJHM5BtzZ_Rt9_NIqDuAZCtu-Xj4TEOYhHP_xpQibjQPOFMBMUVoGWqowhtVYFPsf2H9d4v8RpwflH4OeNW8lz627ztJzOw_c_wEDwXkJHg7Vmeg_irO3NYlZIlVIowJVbIebEQQyQ7HswY5CrB-WOMTESVoKdW5vHlr07WIxqM14gqCF67JZrNTQFzwS1vwBQczRv>.

Javidan, M. and Dastmalchian, A. (2009). Managerial implications of the GLOBE study project: A study of 62 societies. Asia Paci c *journal of Human Resources*, Vol 47, No 1, p41-58.

Kang, D.S. & Mastin, T. (2008) How cultural difference affects international tourism public relations websites: A comparative analysis using Hofstede's cultural dimensions. *Public Relations Review,* 34(1), p.54-56.

Kezar, A. (2000) pluralistic LEADERSHIP. *About Campus,* 5(3), p.6.

Kwiek, M. (2001) Globalization and Higher Education. *Higher Education in Europe,* 26(1), p.27-38.

Mullins, L.J. & Mullins, L.J. (2001) *Hospitality management and organisational behaviour.* 4th ed. Harlow: Pearson Longman.

Lord, R. and Maher, K. (1991). *Leadership and information processing: Linking perceptions and performance*. Boston: Unwin-Everyman.

Marginson, S. and Van der Wande, M. (2007) *Globalisation and Higher Education*, OECD Education Working Papers, No 8, OECD Publishing [Online] Available at : <http://dx.doi.org/10.1787/173831738240>

McClelland, C. (1985) *Human motivation*. Glenview:Scott Foreman.

Musselin, C. (2004), Towards a Eiropean Academic Labour Market? Some lessons Drawn from Empirical Studies on Academic Mobility. *Higher Education*, Vol. 48, pp55-78.

Rintoul, H. and Goulais, L. (2010) Vice Principalship and Moral Literacy: Developing a Moral Compass. *Educational Management Administration and Leadership*. vol. 38(6) p745-757.

Rudestam, K. and Newton, R. (2007) *Surviving your dissertation*. 3rd ed. London: Sage Publications.

Sarantakos, S. (2005) *Social Research*. 3rd ed. Basingstoke: Pargrave MacMillan.

Soares, A.M. Farhangmehr, M. and Shoham, A. (2007) Hofstede’s dimensions of culture in international marketing studies. *Journal of Business Research*. 60(3), p277-284.9

Silverman, D. (2000) *Doing Qualitative Research*. London : Sage.

Shi, X. (2011) Interpreting Hofstede model and GLOBE model : which way to go for cross-cultural reserach? *International Journal of Business and Management,* 6(5), p.93-99.

Soares, A.M., Farhangmehr, M. & Shoham, A. (2007) Hofstede's dimensions of culture in international marketing studies. *Journal of Business Research,* 60(3), p.277-284.

Taras, V., Steel, P. & Kirkman, B.L. (2012) Improving national cultural indices using a longitudinal meta-analysis of Hofstede's dimensions. *Journal of World Business,* 47(3), p.329-34.

Thomas, S. (2004), Globalisation, college participation and socioeconomic mobility. In J. Odin and P.T. Mancias (ed), *Globalisation and Higher Education. Honolulu*: University of Hawaii Press.

Venaik, S. and Brewer, Brewer, P. (2013), Critical issues in the Hofstede and GLOBE national culture models*. International Marketing Review, Vol. 30, No. 5 p469-482.*

Wagner, P. (2004), Higher Education in an era of Globalization: What is at stake. In J. Odin and P.T. Mancica (eds). *Globalisation and Higher Education. Honolulu*: University of Hawaii Press.

# Appendices

## Appendix 1: table 1 and Appendix 2: table 2 for Dimensions of culture Measurement in the Hofstede and GLOBE studies respectively (taken form Shi 2011)



## Appendix 3: table 3 : A table mapping societal clusters to the GLOBE cultural leadership dimensions

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Performance oriented  *Higher .. lower* | Team Oriented  *Higher..lower* | Participative  *Higher..lower* | Humane  *Higher……...lower* | Autonomous  *Higher.lower* | Self or Group Protective  *Higher……….lower* |
| *GLOBE*  *STUDY (FINDINGS)* | *Anglo*  *Germanic*  *Nordic*  *SE Asian*  *European*  *l. American* | *SE Asian*  *Confucian*  *L.American*  *E.European*  *African*  *Nordic*  *Anglo*  *Germanic* | *Nordic*  *Germanic*  *Anglo*  *African* | *SE Asian*  *Anglo*  *African*  *Confucian* | *Germanic*  *E. European*  *Confucian*  *Nordic*  *Anglo*  *African*  *L.European*  *L.American* | *Middle eastern*  *Confusion*  *SE Asian*  *E.European* |

## Appendix 4 : Interview questions and design

Qualitative approach using unstructured interviews with two managers – one English male manager, who is the head of department, he has lived in England all his life and a second interview with the field leader a female of Swedish origin but has worked in different parts of Europe and Africa. These interviews will be applied to address Research Questions.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Interview Questions** :  What is management, what roles and responsibilities?  What are your (H.E middle managers) **experiences of managing** a culturally diverse workforce?  Sub – questions for promting :   |  |  | | --- | --- | | **Element of leadership** | **Specific questionnaire item TAKEN/adapted from GLOBE studies House et al 2002** | | What are your experiences of how different cultures view the Power distance relationship?  How is this managed between cultures? | lecturers are expected to obey their leaders without question? Or do they want their opinions to be taken into account? How do different cultures perceive this? | | How is Uncertainty avoidance viewed – particularly in this time of change? | How do different cultures deal with uncertainty?  Do different cultures feel that leaders should use strict laws and regulations to minimise uncertainty or should leaders be more accepting and tolerant of opinions different to what they are use to thereby trying to have as few rules rules as possibl | | Humane orientation | How tolerant are different cultures of the leadership styles? | | Individualism vs collectivism  How do different cultures like to work – in groups or as individuals? | How do different cultures view group loyalty even If the individual goals suffer.  Individuals should feel great loyalty towards the organisation | | Assertiveness /Masculine vs Femininity | Who do different cultures view assertiveness in Leadership? Do they feel leaders should generally be dominant in their relationships with others, or more caring and compassionate to individual circumstances | | Gender Equalitarian |  | | What are your experiences on how different cultures view universal and cultural contingent leadership characteristics? | How do different cultures rate the importance of the following leadership characteristics : - trustworthy, honest, positive, decisive, etc and least : loner, non-cooperative | | Long term vs short term :- | How important do different cultures rate the following :   * demonstrating respect for tradition, * fulfilling social obligations * and protecting ones face? | |  |  | |  |  |   What are the challenges, tensions and dilemmas middle managers face when leading a culturally diverse workforce ?  How is your identity changed or been redefined as a result of managing a diverse multi-cultural workforce? |

## Appendix 5a Ethical Approval form

University of Reading

Institute of Education

**Ethical Approval Form A (version September 2013)**

Tick one:

EdD \_

Name of applicant (s): …Zabin Visram…………………………………..

Title of project: Impact of globalisation on the identity and management experiences of middle managers within H.E

leadership ……………

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

**Please complete the form below including relevant sections overleaf.**

|  |  |  |
| --- | --- | --- |
|  | YES | NO |
| **Have you prepared an Information Sheet for participants that:** | x |  |
| a) explains the purpose(s) of the project | x |  |
| b) explains how they have been selected as potential participants | x |  |
| c) gives a full, fair and clear account of what will be asked of them and how the information that they provide will be used | x |  |
| d) makes clear that participation in the project is voluntary | x |  |
| e) explains the arrangements to allow participants to withdraw at any stage if they wish | x |  |
| f) explains the arrangements to ensure the confidentiality of any material collected during the project, including secure arrangements for its storage, retention and disposal | x |  |
| g) explains the arrangements for publishing the research results and, if confidentiality might be affected, for obtaining written consent for this | x |  |
| h) explains the arrangements for providing participants with the research results if they wish to have them | x |  |
| i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including email . If any of the project investigators are students at the University of Reading, then this information must be included and their name provided | x |  |
| k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants | x |  |
| j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows:  ‘This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct’. | x |  |
| k)includes a standard statement regarding insurance:  “The University has the appropriate insurances in place. Full details are available on request". | x |  |
| **Please answer the following questions** |  |  |
| 1) Will you provide participants involved in your research with all the information necessary to ensure that they are fully informed and not in any way deceived or misled as to the purpose(s) and nature of the research? (Please use the subheadings used in the example information sheets on blackboard to ensure this). | x |  |
| 2) Will you seek written or other formal consent from all participants, if they are able to provide it, in addition to (1)? | x |  |
| 3) Is there any risk that participants may experience physical or psychological distress in taking part in your research? | No risk | No risk |
| 4) Have you taken the online training modules in data protection and information security (which can be found here: <http://www.reading.ac.uk/internal/imps/Staffpages/imps-training.aspx>)? | x |  |
| 5) Have you read the Health and Safety booklet (available on Blackboard) and completed a Risk Assessment Form to be included with this ethics application? | x |  |
| 6) Does your research comply with the University’s Code of Good Practice in Research? | x |  |
|  | YES | NO | N.A. |
| 7) If your research is taking place in a school, have you prepared an information sheet and consent form to gain the permission in writing of the head teacher or other relevant supervisory professional? |  |  | x |
| 8) Has the data collector obtained satisfactory DBS clearance? |  |  | x |
| 9) If your research involves working with children under the age of 16 (or those whose special educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/carers to seek permission in writing, or to give parents/carers the opportunity to decline consent? |  |  | x |
| 10) If your research involves processing sensitive personal data[[1]](#footnote-1), or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents? | x |  |  |
| 11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data? |  |  | x |
| 12a) Does your research involve data collection outside the UK? |  |  | x |
| 12b) If the answer to question 11a is “yes”, does your research comply with the legal and ethical requirements for doing research in that country? |  |  | x |
| 13a. Does the proposed research involve children under the age of 5? |  | x |  |
| 13b. If the answer to question 12a is “yes”:  My Head of School (or authorised Head of Department) has given details of the proposed research to the University’s insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place. |  |  | x |
| **If you have answered YES to Question 3, please complete Section B below** |  |  |  |

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

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

|  |  |
| --- | --- |
| **A:** My research goes beyond the ‘accepted custom and practice of teaching’ but I consider that this project has **no** significant ethical implications. |  |
| Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words. Attach any consent form, information sheet and research instruments to be used in the project (e.g. tests, questionnaires, interview schedules).  Please state how many participants will be involved in the project:  *This form and any attachments should now be submitted to the Institute’s Ethics Committee for consideration. Any missing information will result in the form being returned to you.* | |
| The aims of the research are as follows:  To explore individual leadership experiences of middle managers within Higher Education in particular :   1. What are the experiences of middle managers managing a culturally diverse workforce within Higher Education (H.E)? 2. This focus will be against a backdrop of Globalisation and cultural influences.   The objectives are :   1. What leader behaviours and attributes are seen as effectively acceptable or unacceptable across cultures? 2. What challenges does the variances in the perceptions of leadership behaviour and attributes present for middle managers? 3. How do the attributes of societal cultures affect the kinds of leader behaviours and practices? 4. What is the effect of violating culture norms relevant to leadership practices? 5. Can the universal and cultural-specific aspects of leader behaviours, attributes and practices be explained in terms of underlying theory that accounts for systematic differences across cultures.   A qualitative approach will be used. The methods used are : interviews. Two middle managers in a University will be interviewed. One interview will be conducted via SKYPE as the manager is on leave. The other will be conducted in the University. | |

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

**C: SIGNATURE OF APPLICANT:**

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

Signed: ……Zabinvisram……………………… Print Name…Zabin Visram……………………. Date……10 Aug 2014…….

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

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

Signed: …………………………… Print Name………………………. Date…….

(IoE Research Ethics Committee representative)\*

\* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators must themselves have for these matters. Approval is granted on the basis of the information declared by the applicant.

## Appendix 5b : Risk assessment forms

University of Reading

Institute of Education

**Risk Assessment Form for Research Activities February 2014**

Select one:

Staff project: ☐ PGR project:  MA/UG project: ☐

Name of applicant (s): …………Zabin Visram

Title of project:………Research proposal :

Impact of globalisation on the identity and management experiences of middle managers within H.E leadership ………………

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

**A: Please complete the form below**

|  |  |  |
| --- | --- | --- |
| Brief outline of  Work/activity: | **Interview undertaken on University premises or via SKYPE interview. We will use paper pen/pencil and battery powered audio recorders – mobile phone.** | |
|  |  | |
| Where will data be collected? | **In the university of West London or via SKYPE interview if middle manager is away from the premises** | |
|  |  | |
| Significant hazards: | **None identified. The University itself has a duty to maintain a safe area of work within the school.** | |
|  |  | |
| Who might be exposed to hazards? | N/A | |
|  |  | |
| Existing control measures: | **The rooms fall within the school’s Health & Safety responsibilities.** | |
|  |  | |
| Are risks adequately controlled: | Yes  No ☐ | |
|  |  | |
| If NO, list additional controls and actions required: | Additional controls | Action by: |
|  |  |

**B: SIGNATURE OF APPLICANT:**

I have read the Heath and Safety booklet posted on Blackboard, and the guidelines overleaf.

I have declared all relevant information regarding my proposed project and confirm risks have been adequately assessed and will be minimized as far as possible during the course of the project.

Signed: ……Zabinvisram……………… Print Name…………Zabin Visram……………. Date…………10 August 2014

STATEMENT OF APPROVAL TO BE COMPLETED BY SUPERVISOR (FOR UG AND MA STUDENTS) **OR** BY IOE ETHICS COMMITTEE REPRESENTATIVE (FOR PGR AND STAFF RESEARCH).

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

Signed: ………………………… Print Name………………………. Date…….

\* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators must themselves have for these matters. Approval is granted on the basis of the information declared by the applicant.

**Guidance notes for the completion of the risk assessment form**

**Significant hazards:**

* Only list those that you could reasonably expect to cause significant injuries or affect several people
* Will the work require the use of machines and tools? How could you or anyone else be injured? Will injury be significant?
* Will the research take place in a high-risk country?
* Will the work require the use of chemicals? Check safety data sheets for harmful effects and any exposure limits?
* Will the work produce any fumes, vapours, dust or particles? Can they cause significant harm?
* Are there any significant hazards due to where the work is to be done, such as confined space, at height, poor lighting, high/low temperature?

**Who might be exposed?**

* Remember to include yourself, your supervisor, your participants, others working in or passing through the work area.
* Those more vulnerable or less experiences should be highlighted as they will be more at risk, such as children, people unfamiliar with the work area, disabled or with medical conditions e.g. asthma.

**Existing control measures:**

* List the control measures in place for each of the significant hazards, such as machine guards, ventilation system, use of personal protective equipment (PPE), generic safety method statement/procedure.
* existing safety measures and procedures in place in the establishment
* Remember appropriate training is a control measure and should be listed.
* List any Permits to Work which may be in force.

**Are risks adequately controlled?**

* With all the existing control measures in place, do any of the significant hazards still have a potential to cause significant harm.
* Use your judgement as to how the work is to be done, by whom and where.

**Additional controls:**

* List the additional control measures, for each of the significant hazards, which are required to reduce the risk to the lowest so far as is reasonably practicable.
* Additional measures may include such things as: increased ventilation, Permit to Work, confined space entry permit, barriers/fencing, fall arrest equipment, etc.
* PPE should only be used as a last resort, if all else fails.

## Appendix 5C1 : information sheet

Middle Manager information sheet

**Research Project:** Impact of globalisation on the identity and management experiences of middle managers within H.E leadership

**Project Team Members**: Zabin Visram

I would like to invite you to take part in a research study exploring the impact of Globalisation and cultural influences on middle managers leadership and management experiences at Higher Education level.

**What is the study?**

The study is being conducted by an EdD research student studying for the Doctoral in Education at the University of Reading. It aims to investigate the experiences of middle managers managing a culturally diverse workforce within Higher Education. The focus of the study will be against a backdrop of Globalisation and cultural influences.

It hopes to analyse and evaluate middle managers experiences to date and report on their experiences so that future middle managers can obtain an insight into how best to manage a culturally diverse lecturing team within Higher education.

The study will involve interviewing two middle managers within a University. The recordings of the interview will be transcribed and anonymised before being analysed.

**Why have I been chosen to take part?**

You have been invited to take part in the project because you have experience in managing a culturally diverse lecturing team within Higher Education.

**Do I have to take part?**

It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the Project Researcher, Zabin Visram, Tel: 07904958005, email: [zabin.visram@uwl.ac.uk](mailto:zabin.visram@uwl.ac.uk)

**What will happen if I take part?**

You will be asked to participate in an interview regarding your experiences of managing a culturally diverse workforce within the University. This should take about 60 minutes to complete.

*What are the risks and benefits of taking part?*

The information you give will remain confidential and will only be seen by the research team listed at the start of this letter. You will not be identifiable in any published report resulting from the study. Information about individuals will not be shared within the University.

Participants in similar studies have found it interesting to take part. We anticipate that the findings of the study will be useful for middle managers in planning how they can effectively manage a culturally diverse workforce and build on their individual strengths.

**What will happen to the data?**

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, or the University to the study will be included in any sort of report that might be published. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written up, after five years. The results of the study will be presented at national and international conferences, and in written reports and articles. We can send you electronic copies of these publications if you wish.

**What happens if I change my mind?**

You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time. If you change your mind after data collection has ended, we will discard your data.

**Who has reviewed the study?**

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

**What happens if something goes wrong?**

In the unlikely case of concern or complaint, you can contact Dr Alan Floyd, University of Reading; email: [alan.floyd@reading.ac.uk](mailto:alan.floyd@reading.ac.uk)

**Where can I get more information?**

If you would like more information, please contact Zabin Visram or Dr Alan Floyd

Tel 07904958005, email: [zabin.visram@uwl.ac.uk](mailto:zabin.visram@uwl.ac.uk)

Dr Alan Floyd : [alan.floyd@reading.ac.uk](mailto:alan.floyd@reading.ac.uk)

We do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to us.

Thank you for your time.

Regards

Zabin Visram

**Research Project:**  Impact of globalisation on the identity and management experiences of middle managers within H.E leadership.

Consent Form

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

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

Name of Middle Manager : \_\_Prof. David Foskett\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of University: \_\_\_\_\_\_University of West London\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please tick as appropriate:

I consent to completing an interview

Signed:\_\_\_\_\_David Foskett\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_20 Aug 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Appendix 5c2 : information sheet

Middle Manager information sheet

**Research Project:** Impact of globalisation on the identity and management experiences of middle managers within H.E leadership

**Project Team Members**: Zabin Visram

I would like to invite you to take part in a research study exploring the impact of Globalisation and cultural influences on middle managers leadership and management experiences at Higher Education level.

**What is the study?**

The study is being conducted by an EdD research student studying for the Doctoral in Education at the University of Reading. It aims to investigate the experiences of middle managers managing a culturally diverse workforce within Higher Education. The focus of the study will be against a backdrop of Globalisation and cultural influences.

It hopes to analyse and evaluate middle managers experiences to date and report on their experiences so that future middle managers can obtain an insight into how best to manage a culturally diverse lecturing team within Higher education.

The study will involve interviewing two middle managers within a University. The recordings of the interview will be transcribed and anonymised before being analysed.

**Why have I been chosen to take part?**

You have been invited to take part in the project because you have experience in managing a culturally diverse lecturing team within Higher Education.

**Do I have to take part?**

It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the Project Researcher, Zabin Visram, Tel: 07904958005, email: [zabin.visram@uwl.ac.uk](mailto:zabin.visram@uwl.ac.uk)

**What will happen if I take part?**

You will be asked to participate in an interview regarding your experiences of managing a culturally diverse workforce within the University. This should take about 60 minutes to complete.

*What are the risks and benefits of taking part?*

The information you give will remain confidential and will only be seen by the research team listed at the start of this letter. You will not be identifiable in any published report resulting from the study. Information about individuals will not be shared within the University.

Participants in similar studies have found it interesting to take part. We anticipate that the findings of the study will be useful for middle managers in planning how they can effectively manage a culturally diverse workforce and build on their individual strengths.

**What will happen to the data?**

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, or the University to the study will be included in any sort of report that might be published. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written up, after five years. The results of the study will be presented at national and international conferences, and in written reports and articles. We can send you electronic copies of these publications if you wish.

**What happens if I change my mind?**

You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time. If you change your mind after data collection has ended, we will discard your data.

**Who has reviewed the study?**

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

**What happens if something goes wrong?**

In the unlikely case of concern or complaint, you can contact Dr Alan Floyd, University of Reading; email: [alan.floyd@reading.ac.uk](mailto:alan.floyd@reading.ac.uk)

**Where can I get more information?**

If you would like more information, please contact Zabin Visram or Dr Alan Floyd

Tel 07904958005, email: [zabin.visram@uwl.ac.uk](mailto:zabin.visram@uwl.ac.uk)

Dr Alan Floyd : [alan.floyd@reading.ac.uk](mailto:alan.floyd@reading.ac.uk)

We do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to us.

Thank you for your time.

Regards

Zabin Visram

**Research Project:**  Impact of globalisation on the identity and management experiences of middle managers within H.E leadership.

Consent Form

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

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

Name of Middle Manager : \_\_\_\_\_\_\_Mia Touzin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of University: \_\_\_\_\_\_\_\_\_\_\_\_\_University of West London\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please tick as appropriate:

I consent to completing an interview

Signed:\_\_\_\_\_Mia Touzin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_25th Aug 2014\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

****

## UR Device RGBAppendix 5C3 : consent form

**Researcher**: **Supervisor**:

Name Zabin Visram Name Dr Alan Floyd

Phone: 07904958005 Phone:

Email: zabin.visram@uwl.ac.uk Email: [alan.floyd@reading.ac.uk](mailto:alan.floyd@reading.ac.uk)

### INFORMATION SHEET

You have been asked to participate in a research study and selected to be a possible participant because of your middle management experience within Higher Education. A total of approximately 2 people have been asked to participate in this study. The purpose of this study is to explore individual leadership experiences of middle managers within Higher Education in particular :

1. What are the experiences of middle managers managing a culturally diverse workforce within Higher Education (H.E)?
2. This focus will be against a backdrop of Globalisation and cultural influences.

The results of this study will be used for research purposes, within my assignment and as part of external research publications in the future.

If you agree to participate in this study, you will be asked to take part in an interview with the researcher, lasting approximately 60 minutes. The interview will be recorded and transcribed with your permission. The transcription will be shown to you in order for you to check its accuracy and to confirm that you are still happy for its contents to be used. The information gathered will be used by the student researcher for data analysis.

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. You will be assigned an identification number (ID) only to distinguish your responses from those of other participants. This ID is in no way associated with your name. The records of this study will be kept private. No identifiers linking you to the study will be included in any sort of report that might be published. Research records will be stored securely on a password-protected computer and only the student researcher, Zabin Visram and the researcher’s supervisor, Dr. Alan Floyd, will have access to the records. The student researcher can also send the results of this research to you electronically if you wish to have them. We do not anticipate that participation in the project will involve you in any expense.

Your decision to participate is entirely voluntary. Also, you are free to withdrawal your consent at any time, without giving a reason, by contacting the student researcher, Zabin Visram, on (07904958005) or e-mail zabin.visram@uwl.ac.uk if you wish to withdraw from the study.

This application has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor by emailing

Signed: (Researcher)

Zabinvisram

Date: 10th Aug 2014

### Consent Form

Project title: Impact of globalisation on the identity and management experiences of middle managers within H.E leadership

I have read and had explained to me by Zabin Visram the Information Sheet relating to this project.

I have had explained to me the purposes of the project and what will be required of me, and any questions have been answered to my satisfaction. I agree to the arrangements described in the Information Sheet in so far as they relate to my participation.

I understand that I will be interviewed and that the interview will be recorded and transcribed.

I understand that my participation is entirely voluntary and that I have the right to withdraw from the project any time, without giving a reason and without repercussions.

I have received a copy of this Consent Form and of the accompanying Information Sheet.

*Please tick as appropriate:*

I consent to being interviewed: \_\_\_\_\_\_ \_\_\_\_\_\_

yes

I consent to this interview being recorded: \_\_\_\_\_\_ \_\_\_\_\_\_

yes

Name: Prof. David Foskett

Signed: David Foskett

## UR Device RGBAppendix 5C4 : consent form

**Researcher**: **Supervisor**:

Name Zabin Visram Name Dr Alan Floyd

Phone: 07904958005 Phone:

Email: zabin.visram@uwl.ac.uk Email: [alan.floyd@reading.ac.uk](mailto:alan.floyd@reading.ac.uk)

### INFORMATION SHEET

You have been asked to participate in a research study and selected to be a possible participant because of your middle management experience within Higher Education. A total of approximately 2 people have been asked to participate in this study. The purpose of this study is to explore individual leadership experiences of middle managers within Higher Education in particular :

1. What are the experiences of middle managers managing a culturally diverse workforce within Higher Education (H.E)?
2. This focus will be against a backdrop of Globalisation and cultural influences.

The results of this study will be used for research purposes, within my assignment and as part of external research publications in the future.

If you agree to participate in this study, you will be asked to take part in an interview with the researcher, lasting approximately 60 minutes. The interview will be recorded and transcribed with your permission. The transcription will be shown to you in order for you to check its accuracy and to confirm that you are still happy for its contents to be used. The information gathered will be used by the student researcher for data analysis.

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. You will be assigned an identification number (ID) only to distinguish your responses from those of other participants. This ID is in no way associated with your name. The records of this study will be kept private. No identifiers linking you to the study will be included in any sort of report that might be published. Research records will be stored securely on a password-protected computer and only the student researcher, Zabin Visram and the researcher’s supervisor, Dr. Alan Floyd, will have access to the records. The student researcher can also send the results of this research to you electronically if you wish to have them. We do not anticipate that participation in the project will involve you in any expense.

Your decision to participate is entirely voluntary. Also, you are free to withdrawal your consent at any time, without giving a reason, by contacting the student researcher, Zabin Visram, on (07904958005) or e-mail zabin.visram@uwl.ac.uk if you wish to withdraw from the study.

This application has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor by emailing

Signed: (Researcher)

Zabinvisram

Date: 10th Aug 2014

### Consent Form

Project title: Impact of globalisation on the identity and management experiences of middle managers within H.E leadership

I have read and had explained to me by Zabin Visram the Information Sheet relating to this project.

I have had explained to me the purposes of the project and what will be required of me, and any questions have been answered to my satisfaction. I agree to the arrangements described in the Information Sheet in so far as they relate to my participation.

I understand that I will be interviewed and that the interview will be recorded and transcribed.

I understand that my participation is entirely voluntary and that I have the right to withdraw from the project any time, without giving a reason and without repercussions.

I have received a copy of this Consent Form and of the accompanying Information Sheet.

*Please tick as appropriate:*

I consent to being interviewed: \_\_\_\_\_\_ \_\_\_\_\_\_

yes

I consent to this interview being recorded: \_\_\_\_\_\_ \_\_\_\_\_\_

yes

Name: Mia Touzin

Signed: Mia Touzin



## Appendix 6 : Table 6 Content Analysis

**Mapping the interview results for R1 – using content analysis to the GLOBE studies findings – continued next page**

|  |  |
| --- | --- |
| GLOBE Studies | Respondent R1 |
| Power distance  lecturers are expected to obey their leaders without question  Should leaders be autocratic, i.e. tell subordinates what to do or should they be democratic and consult the subordinates | I listen  Respect  Encourage people to get job done  Say how its done and must be followed  Listening listening listening take opinions  Be Decisive  Clear decision |
| Uncertainty avoidance  Leadership should be highly structured with few unexpected events  Should leaders use strict laws and regulations to minimise uncertainty or should leaders be more accepting and tolerant of opinions different to what they are use to thereby trying to have as few rules as possible | Empower  Allow for creativity  Creative thinking and innovation  Express ideas  Allow for new ideas  Few rules |
| Humane orientation  Middle managers should be tolerant of mistakes | Don’t stop any ideas  listening take opinions  Put yourself in their shoes  Very conscious  Culture is important  Business go wrong when ignore culture  Need to listen and respect  Listen to them  When building international alliances  Different qualities bring to table  Decisive  Emotional intelligence  Listen to emotions  Watch their body language  Listen to everyone views and opinions and then make a decision  Trust your decision  Richness in managing culture  Understand cultural needs – if they need Friday off give it  Listen, empthaise, talk  Different cultures communicate differently  Use Emotional intelligence to help with different norms and values |
| Individualism vs collectivism  Leaders should encourage group loyalty even if the individual goals suffer  Individuals should feel great loyalty towards the organisation | Should be loyal to the organisation  Empathy important when  Work in teams |
| Assertiveness /Masculine vs Femininity  Leaders should generally be dominant in their relationships with others. | Listening listening listening take opinions  Be Decisive  Clear decision |
| Performance orientation : the degree to which a collective encourages and rewards group members for performance improvement and excellence  Lecturers should be encouraged to strive for continuously improved performance | Cultures - No difference in appraisal procedures |
| Long term vs short term :-  Should leaders be aware of different cultures and demonstrate respect for tradition, fulfilling social obligations and protecting ones face? | Very conscious  Culture is important  Business go wrong when ignore culture  Need to listen and respect  Listen to them  Write references  Follow up letters  Everyday communication  Talk  Conform to their culture  Lose face  Chinese culture Very quiet  Respectful  Losing face means Losing the deal  No going back  Severed the ties  Deal is off  Building respect again is hard  Reputation of the university lost  Lose their respect  Lose work ethic  Lose their communication  Alienated them |

Appendix 7 : table 7 Mapping R1 most desirable characteristics to the GLOBE study Universal and contingent leader characteristics.

**Fig 1: A figure depicting the Universal and culturally contingent leader characteristics derived from the GLOBE studies performed on 22 countries identifying the characteristics that contribute to a person being seen as an outstanding leader (adapted from the GLOBE studies () to illustrate the comparative responses made by an Anglo male at UWL when asked what they consider the most desirable characteristics of leadership style)**

|  |  |  |
| --- | --- | --- |
| **R1 : Anglo male responses to what they considered the most desirable characteristics that contribute to a person as being seen as an outstanding leader i.e.what they thought contributed to Universal leader characteristics.**  **Derived from the content analysis of interview transcript** | | ***GLOBE study findings of a study conducted on 22 countries to identify what they thought contributed to Universal leader characteristics i.e most desirable characteristics that contribute to a person as being seen as an outstanding leader*** |
| Trustworthiness important  Honesty  People lose respect  Decisive  Trust trust trust  Be positive  Assertive  Decisive  Assess risk  Allow for creativity  Accountability,  Empathy | Lack of self-interest  Interest in the organisation  The employees  Shareholders  Task-oriented  Decisive  Friendly  Team-working | ***Trustworthy***  ***Honest***  ***Foresight***  ***Plans ahead***  ***Encouraging***  ***Positive***  ***Dynamic***  ***Confident builder***  ***Motivator***  ***Decisive***  ***Team builder*** |

# Reflection

I was unfamiliar with theories on leadership and management. This assignment has provided me with an illuminating lens. On reflection I struggled to grasp the main concepts of leadership, often not being able to differentiate between leadership and management styles.

I was very interested in multicultural leadership, as my university is composed of culturally diverse lecturers. I found it difficult to identify within literature the main theories and concepts related to leadership theories. My supervisor guided me, once I had submitted my initial suggestion for my research project.

I found the GLOBE and Hofstede theories very interesting, I found a lot of literature on it. However I struggled to formulate a model for leadership dimensions relating to cultural diversity within H.E. I decided to use the GLOBE characteristics and labels to guide my study and to provide parameters under which I can formulate the themes for my research.

Even though I started early I struggled with the assignment, obtaining the knowledge, trying to critique the theories, which were new to me, was challenging. If I was to repeat this study I would be better placed as I now have an understanding of leadership and the influences Globalisation has had on it.

I have used the knowledge I gained on this module within my teaching. I have also learnt that REFWORKS does not necessarily store all my references and it may be better to write them myself. I also struggled with the word count. I was over it and I had to remove large chunks, which was disappointing as both respondents had a lot of material which I wanted to map onto the GLOBE study findings and was unable to articulate it in the word count. This has taught me that the research study scale needs to be considered in depth before starting a research project.

I have certainly learnt how to design and implement a small research project and has given me confidence when I do my main research.

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