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## **ACKNOWLEDGEMENTS**

This dissertation was written as the final work of the MSc in Business Administration, with a specialisation in strategic marketing and analytics, at University of Stavanger Business School. The process has been highly interesting and educational; however, it has also presented challenges. Exploring leadership theory and practice and seeing the lack of clear definitions has been very motivating during this time-consuming, and at times frustrating, process. Through analysing purpose-driven collective leadership, we see the importance of futures literacy, and that it is an under-researched practice. We, therefore, hope that our contribution will inspire further exploration.

We would like to express our gratitude to our supervisor Rune Todnem By, Professor of Leadership at the University of Stavanger. His valuable guidance and feedback have helped steer us in the right direction. Through challenging and encouraging us, we have been pushed to perform our utmost. Furthermore, we would like to thank the informants for taking their time despite a hectic schedule. We appreciate them sharing their knowledge, experiences and reflections.

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## **EXECUTIVE SUMMARY**

This dissertation aimed to explore leadership through viewing it as a purpose-driven collective process. Traditionally, leadership has been viewed as an influence process where leaders directed followers, which has prevented exploring the essence of leadership. This old tripod ontology is challenged by viewing leadership as collectively producing PAC- purpose, alignment and commitment, through three practices: change readiness, psychological safety and futures literacy. Exploring how these can be implemented and the implications, creates the basis for the analysis.

The world view of this dissertation is interpretivism. Through qualitative analysis, seven categories emerged as relevant for answering the research question. The findings revealed the delivery of PAC calls for improvement, as there is a lack of clear purpose. Identifying and communicating a clear purpose will be beneficial, as it guides everyone towards a common goal. In addition, findings imply that leadership culture supports implementation of PAC, based on views from informants.

Exploring leadership through PAC contributed to a broader understanding of peoples' involvement and understanding of leadership, compared to the tripod view, as it acknowledges the collective contribution. Through a cultural approach to leadership, viewing it as a continuous flow of practices, the understanding of why and how to implement PAC is strengthened. This is due to a deeper comprehension of interactions and relationships within the organisation. Implications of introducing PAC were both positive and negative. Findings suggest that it will lead to more inclusion, common sense of purpose, clear communication, strengthening the sense of responsibility and ownership. The main concern was the lack of inclusion of staff in futures processes, as it decreases ownership, readiness alignment and commitment. Together with an undefined purpose, it results in more individual working as opposed to collective.

Future students are recommended to build on this dissertation through the use of different methods and practices. Futures literacy should also be further explored, and existing leadership theory challenged. Further, practitioners are recommended to deliver leadership through PAC and implement leadership as practice by introducing the relevant practices. Together with knowledge transfer and embracing failure, this will encourage involvement and contribution.

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# **1. Introduction**

## **1.1 Research Question**

The overall aim of this dissertation is to explore:

*“Why and how to implement purpose-driven collective leadership”*

Focus was decided upon due to lack of a universal definition of leadership (Barker 1997; Burns 1978; Rost 1991; Drath et al. 2008). This view is supported by Lawler (2007) and Alvesson & Sveningsson (2003), and according to Stogdil (1974, p.7), *“there are almost as many different definitions of leadership as there are persons who have attempted to define the concept”*. This disagreement on what leadership actually is, and the fact that research is done without consensus, is why this dissertation seeks to explore and contribute to a common understanding. In addition, purpose is traditionally overlooked in leadership studies. However, it is considered important as it aligns everyone towards a common goal, which is a key determinant in collective leadership (Drath et al. 2008; Collins & Porras 2005; Damon et al. 2003; Kempster et al. 2011).

## **1.2 Focus**

In an ever-changing world, 2020 will go down in history as one of the most prominent years in modern times. As Covid-19 has spread globally, it has shown the fatal consequences of ignoring the importance of sustainable development, both on an individual and organisational basis (UN 2021). To take these matters into account, the UN has created a plan consisting of 17 sustainable development goals. These goals have had a great impact on strategic organisational development and leadership as they are inevitably intertwined (UN 2021; O’Regan et al. 2004; Kafashpoor et al. 2013; Suda 2007). Leadership determines the delivery of strategy and increases organisational performance, making it deeply connected to successful change implementation (Berkeley 1988; Perry 2001; O’Regan et al 2004; Ford, Ford & Polin).

Traditionally, leadership has been viewed as an influence process where leaders directed followers (Drath & Paulus 1994). The focus on leaders has prevented exploring the essence of leadership and the discovery of sustainable solutions (Clegg 2021). Furthermore, it is limiting to use old paradigms to address current issues (Barker 1997; By 2021). As a consequence, scholars have shifted the focus towards leadership as collective processes instead of roles (West

et al. 2014; Drath et al. 2008; Hiller et al. 2006; Jackson & Parry 2018; Raelin 2016; Alvehus 2021). It has been suggested that for collective processes to provide leadership, they need to include direction – or purpose (By 2021), alignment and commitment (Drath et al. 2008). Although Burns (1978) suggested there is no leadership without a common purpose, the role and importance of a common purpose has been overlooked, nevertheless, Kempster et al. (2011) and By (2021) argue that it is the core of leadership. To explore leadership further and identify how to implement it, the leadership-as-practice (LAP) framework is utilised, highlighting relevant practices that should be taken into consideration (Raelin 2020).

### 1.3 Key Definitions

**Organisational change** is: “[...] moving from the status quo to a new, desired, configuration to better match the environment” (Nelson 2003, p.1).

**Leadership** is defined as “a social meaning-making process” (Drath & Paulus 1994, p.6). This is tightly connected to seeing leadership as a purpose-driven process.

**Purpose** is defined as “The organization’s fundamental reason for existence beyond just making money – a perpetual guiding star on the horizon; not to be confused with specific goals or business strategies” (Collins & Porras 2005, p. 73). It is also defined on an individual basis as “[...] a stable and generalized intention to accomplish something that is at once meaningful to the self and of consequence to the world beyond the self” (Damon et al. 2003, p.121).

**Change readiness** is defined as “beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization’s capacity to successfully make those changes” (Armenakis et al. 1993, p.681).

**Psychological safety** is: “[...] individuals’ perceptions about the consequences of interpersonal risks in their work environment. It consists of taken-for-granted beliefs about how others will respond when one puts oneself on the line, such as by asking a question, seeking feedback, reporting a mistake, or proposing a new idea” (Edmondson et al. 2004, p.241)

**Futures Literacy** “is a capability. It is the skill that allows people to better understand the role that the future plays in what they see and do” (UNESCO 2021).

## **1.4 Roadmap**

Chapter two provides a critical review of relevant theory in support of the research question. It starts by connecting leadership to organisational change, before introducing leadership as a collective process. Then, it dives into leadership ontology resulting in The New Leadership Model. Lastly, leadership as practice is defined, prior to addressing leadership practises, change readiness, psychological safety and futures literacy.

Chapter three explains the methodological choices used to answer the research question and the implications. First, research paradigm and design are presented and justified. Then, the choice of data sample and reasoning is provided, before reviewing the data analysis. Thereafter, an explanation of triangulation is given, followed by data evaluation. Lastly, methodological challenges are reflected upon.

Chapter four discusses findings through linking literary review and primary findings. It is divided into four main themes: purpose, change readiness, psychological safety and futures literacy. These are chosen as they are best suited for answering the research question. Through the data analysis, these themes include seven categories of data. Lastly, conclusion, recommendations and suggestions for further research is presented.

## **1.5 Aims and Objectives**

The aim of this dissertation is to contribute to leadership theory by revealing why and how purpose-driven leadership should be implemented. This is to be reached through three objectives:

1. Provide a critical review of relevant theory in support of the research question.
2. Explain the methodological choices and implications.
3. Explore leadership through linking literary review and primary findings.

The first is explored in chapter two, through a literature review of leadership as a collective process. The second is examined in chapter three, by critically evaluating the methodological choices. The third is addressed in chapter four with an analysis of primary and secondary data.



## 2. Theory

The objective of this chapter is to provide a critical review of process-based leadership theory in support of the research question. This dissertation has a modern view on leadership, defining it as “*a social meaning-making process*” (Drath & Paulus 1994 p. 6). Leadership is, therefore, considered a collective process where everyone in the organisation can, and is encouraged to contribute (West et al. 2014). The chapter starts with connecting leadership to organisational change, before introducing leadership as a collective process. Then, it dives into leadership ontology resulting in The New Leadership Model. Lastly, leadership as practice is defined, resulting in leadership practices, change readiness, psychological safety and futures literacy.

### 2.1 Organisational Change

In an ever-changing society, where purpose has become increasingly important, organisations need to adapt to the changes in business strategies and goals. According to Nelson (2003, p.1), “*Organisational change is typically conceptualised as moving from the status quo to a new, desired, configuration to better match the environment*”. Therefore, embracing continuous change is vital in most organisations, and the shift in how organisations work, also has a great impact on how leadership should be performed (Beer 2021).

Organisational change plays an important role in this context, due to the view of a continuous process where people contribute. Since the internal and external environment changes rapidly, it will inevitably affect the nature of leadership within the organisation (Graetz 2000). Leadership practices should, therefore, prepare the staff and include them in the changes. This is supported by Oreg et al’s (2011, p.491) analysis that states: “*[...] change recipients who experience high levels of participation tend to report higher readiness and acceptance of change, appraised change as less stressful and exhibited overall support for the change*”. This means that organisations who are prepared for changes to come, typically experience a higher willingness and devotion to changes.

### 2.2 Leadership as Process

In this dissertation leadership is viewed as a process, and leaders are seen as members of a collaborative community that focuses on social processes within groups (Horner 1997). Leadership is a social construct, and a continuous sense-making process that affects all

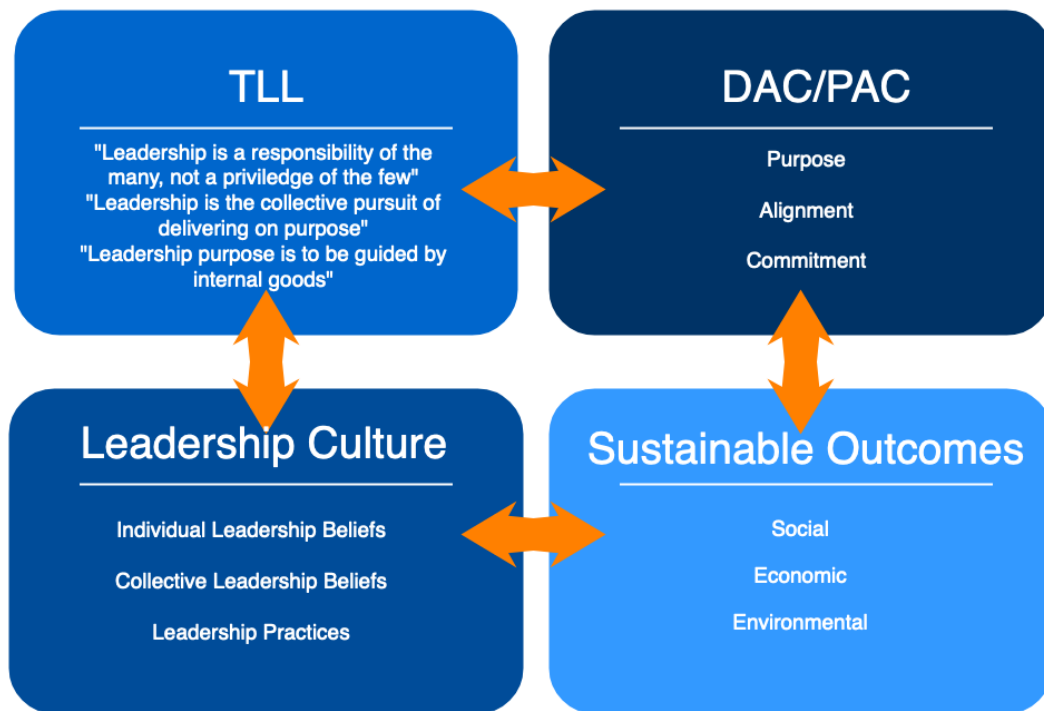
processes, practices and interactions (Alvesson & Sveningsson 2003; Ford 2006; Madsen & Albrechtsen 2008). Gronn (2002) also suggests that leadership should be studied as a process rather than analysing formal leaders, which connects to Drath et al. (2008) that claims leadership is an activity.

### **2.3 Leadership Ontology**

When researching leadership as a process, leadership ontology plays an important role. According to Drath et al. (2008, p.1), leadership ontology is “*the theory of entities that are thought to be most basic and essential to any statement about leadership*”. Drath et al. (2008), argue that the widely accepted tripod ontology is insufficient and, therefore, present the DAC ontology. DAC is an abbreviation of direction, alignment and commitment. It is stated to be more inclusive and, thereby, increases the understanding of the true nature of leadership (Drath et al. 2008). The ontology has been criticised for its focus on outcomes, its view on processes and not including all types of practices (Kempster et al. 2011). The DAC framework does, however, have a focus on collective working and is multifunctional (Drath et al. 2008).

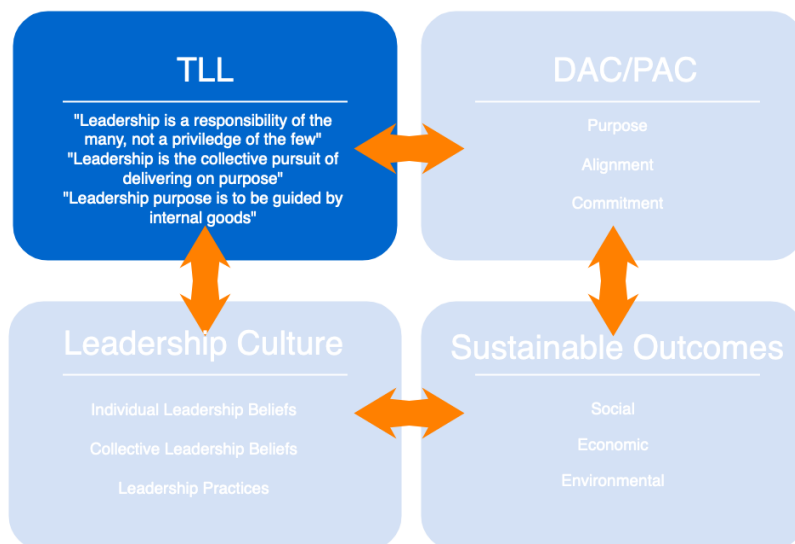
As a response to the framework, By (2021) has introduced PAC ontology which focuses on purpose rather than direction. PAC’s focus aligns better with this dissertation, as it contributes to answering; “*How and why to implement purpose-driven collective leadership*”. To explore the research question through the use of the PAC ontology, The Leadership Model below in Figure 2.1 is utilised. It shows the importance of interpersonal relationships and consists of the Telos Leadership Lens (TLL), leadership culture, leadership outcomes, presented as PAC and sustainable outcomes (By 2021). These elements are interconnected and create the framework for understanding leadership (By 2021). The framework is explained further in the following sub-chapters.

**Figure 2.1: The Leadership Model**



*Amended from By (2021)*

2.3.1 TLL



TLL is used as a tool to reinforce existing and future theory, with purpose at the core (By 2021). It is chosen as it highlights that leadership is a collective responsibility of delivering on purpose, thereby deeply connected to the research question. The TLL principles, presented

below, can be used as an essential component in any type and level of research and practice, not only in leadership challenges (By 2021).

*“Leadership is a responsibility of the many, not a privilege of the few”*

*“Leadership is the collective pursuit of delivering on purpose”*

*“Leadership purpose is to be guided by internal goods”*

*(By 2021, p.1)*

Firstly, *“Leadership is a responsibility of the many, not a privilege of the few”*, suggests that leadership is about doing and not being (By 2021). The principle, therefore, removes the focus from leaders and followers, and relocates it to collective processes (By 2021). Nevertheless, it conflicts with practice, since there are often few people who are responsible for constructing the strategic responsibilities of the company (Kempster & Jackson 2021). After several high-profile management failures and leadership misconduct cases, people have now become more aware that leading responsibly is a core challenge (Maak & Pless 2006). Maak and Pless (2006) emphasises the importance of relationships, as developing necessary relationships cultivate success (Stone-Johnson 2013). Thus, Maak and Pless (2006) proposes a relational approach to accomplish responsible leadership and defines it as “the art of building and sustaining morally sound relationships with all relevant stakeholders of an organization” (Maak & Pless 2006, p.5).

In alignment, Kempster and Jackson (2021) argues that when conducting leadership, there is seldom enough focus on strengthening communities, the environment and humanity in general. Instead, the focus is solely on the bottom line of the organisation. Therefore, they suggest creating a relationship between responsible leadership and capitalism. By having a focus on moral capitalism and creating awareness of the organisation’s social and environmental impact, it is argued to benefit stakeholders (Kempster & Jackson 2021). Carrying out sustainable long-term responsible leadership in practice is challenging, yet important since it connects people through a common sense of purpose (Kempster & Jackson 2021). This leads to increased motivation and commitment for obtaining sustainable value creation (Pless 2007).

The second principle is *“Leadership is the collective pursuit of delivering on purpose”* (By 2021). Collins & Porras (2005, p.73) defines purpose as *“The organization’s fundamental reason for existence beyond just making money – a perpetual guiding star on the horizon; not*

*to be confused with specific goals or business strategies*". This definition does, however, not include personal purpose, but addresses it as organisational. A second definition from Damon et al. (2003, p.121) is therefore presented; "[...] *a stable and generalized intention to accomplish something that is at once meaningful to the self and of consequence to the world beyond the self*". This takes into account that both organisations and individuals have a purpose they work actively towards.

While the traditional view of leadership has an individual focus, collective leadership focuses on people working together, and sharing leadership responsibility (Hiller et al. 2006). *"The epicentre of collective leadership is not the role of a formal leader, but the interaction of team members to lead the team by sharing in leadership responsibilities"* (Hiller 2006, p. 388). It separates itself by critiquing leader-centred and traditional heroic models and focusing on social relations (Jackson & Parry 2018). The objective is to collaborate to achieve the organisation's goals to incorporate different perspectives, in addition to embodying the values supporting the desired culture (West et al. 2014). There has been massive growth in collective leadership research, and although there has been an increasing support of this theory, there is still little empirical evidence of long-term success in organisations (Jackson & Parry 2018). Drath et al. (2008) also agrees that it is important with high functioning relationships within the organisation. Organisational purpose is to be delivered by the collective, which makes leadership a relational process (By 2021; Hiller et al. 2006). According to Dugan (2017), there are five core components in relational leadership (see Figure 2.2).

**Figure 2.2: Relational Leadership**

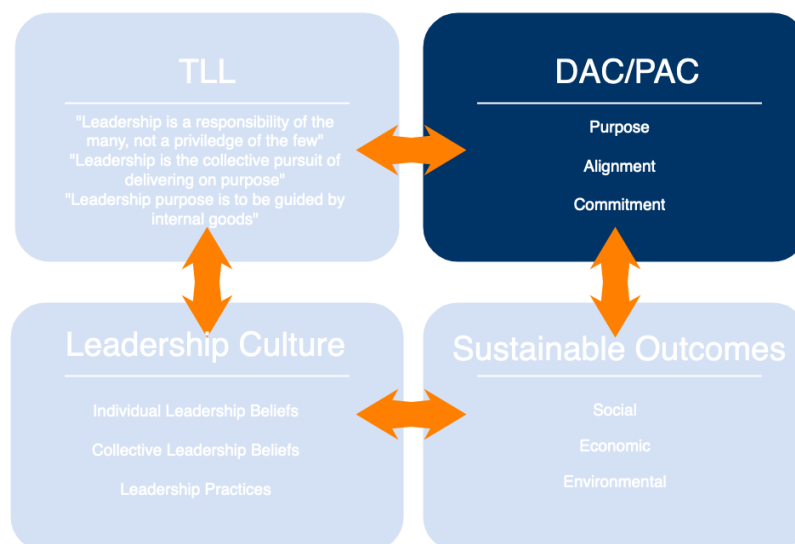


*Amended from Dugan (2017)*

Dugan (2017) also addresses weaknesses with the relational model; it is ambitious and challenging to carry out in practice. Furthermore, there is a limited amount of empirical support of this model (Dugan 2017). Nevertheless, it is used in combination with other frameworks, and is considered highly relevant as it focuses on how to implement collective leadership.

Lastly, “*Leadership purpose is to be guided by internal goods*”, suggests a focus on utilitarian consequentialism (By 2021). It focuses on maximising the common good and accomplishing the best achievable results for the largest number of stakeholders (By 2021). Both definitions of purpose in principle two suggest that the fundamental purpose of an organisation is not connected to self-gain, but to contribute to the overall good in society (By 2021). Kempster et al. (2011) argues that leadership and purpose is fundamentally tied together, and that a bigger focus on purpose is needed. Leadership is intertwined with concepts of mission, vision, plans, shared goals and objectives. These concepts accentuate the importance of leadership having a focus on facilitating accomplishment of something significant, and they are all linked to purpose (Kempster et al. 2011).

### 2.3.2 DAC



In recent years, leadership as a peer-like, collaborative process has increased, as opposed to traditional leadership ontology that focuses on leaders and followers (Drath et al. 2008). To replace the tripod of leaders, followers and shared goals, Drath et al. (2008) developed the DAC framework. DAC explains what is done to establish direction, accomplish alignment and achieve commitment (McGuire & Rhodes 2009).

Direction concerns collective agreement on goals, aims and mission (Drath et al. 2008). To create a common direction, the leadership culture plays an important role. It contains the beliefs, practices and resources necessary to secure success (McGuire & Rhodes 2009). Alignment is the work- and knowledge coordination within a collective (Drath et al. 2018). If successful, the work of different groups and individuals in an organisation are in general coherent (Drath et al. 2008). Lastly, commitment is about the willingness to work for collective interests and benefits (Drath et al. 2008). It signifies engaging through leadership culture, making everyone dedicated (McGuire & Rhodes 2009).

The DAC framework is relational (Drath et al. 2008). Behaviours and actions of a member in a collective, is interpreted in light of its place and significance within the web of leadership beliefs and practices, and the relations that sustain them (Drath et al. 2008). Drath et al. (2008) argues that leadership includes teamwork, organisational learning, operation of systems used collectively, dialogue and intentional cultural change. The framework does not include leadership with selfish purposes, as it leads to destruction of DAC for personal gain (Drath et al. 2008).

Crevani et al. (2010) have criticised the framework for focusing too much on outcomes and argue that the framework indicates that processes are not continuous and evolving. Crevani et al. (2010) also critique the DAC ontology for not being a construct of its own, but rather created as a contrary to the tripod ontology. Furthermore, Crevani et al. (2010) are concerned with the framework only focusing on the present, successful and converging practices, and not on absent, failing or diverging. In addition, Crevani et al. (2010) underline that there can be more than one direction in an organisation, as different situations occur. They claim that the DAC framework portrays collective processes as harmonic and fails to take potential conflicts, discussions and doubt into account (Crevani et al. 2010).

Although Crevani et al. (2010) have presented this criticism, Drath et al. (2008) argue that the main focus of DAC is working collectively, and do not express there being a start and end to the process. Drath et al. (2008) argue that the ontology goes beyond the tripod, but can also be used together with this ontology, other theories, research and practices. The purpose of introducing DAC is for new leadership beliefs and practices not to depend on the interaction between formal leaders and so-called followers (Drath et al. 2008). Drath et al. (2008) state that leadership is a collective process, and that everyone involved works together towards a set

direction. Nonetheless, DAC does not exclude the fact that challenges can occur along the way (Drath et al. 2008).

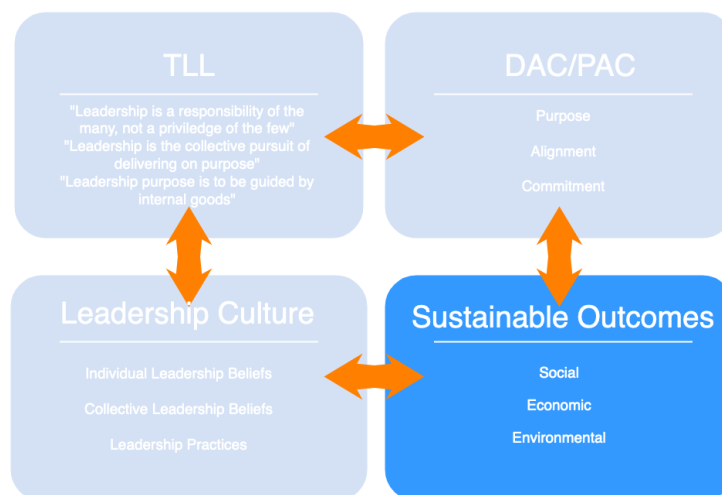
### 2.3.3 PAC

PAC is based on the DAC ontology, where direction is replaced with purpose (By 2021). Direction in DAC focuses on goals, aim and mission (Drath et al. 2008). However, By (2021) states that purpose is more important and has developed the ontology further, introducing PAC. Direction is replaced as the focus on shared goals in direction resembles the old tripod ontology (By 2021). Purpose is supposed to inform core values that affect how PAC is delivered (Collins & Porras 2005; By 2021). Kempster et al. (2011) also argues that there should be a bigger focus on purpose within leadership. They state, on the basis of Bass (1990) and Hunt and Conger (1999), that leadership, in addition to shared goals, also includes vision, mission, objectives and plans. They can all be linked to purpose, as “Purpose can be seen, in its most general sense, as an aim or objective which guides action – achieving a goal in a particular context” (Kempster et al. 2011, p.320).

When practising purpose-driven leadership, Jackson and parry (2018), argue that the question “*why*” is given too little attention. To provide answers to how it should be practiced, Brad Jackson and his co-instructor Lester Levy conducted interviews with their MBA students at the beginning of the semester. Students were asked to reflect on what they had learned from either a biography or autobiography of a chosen formal leader. A realisation after studying them, was that regardless of where they were from, or their area of expertise, the leaders had a clear sense of purpose. In every case, purpose was evident through how they wanted to change, and that they were the change they desired to see in the world (Jackson & Parry 2018). The reason “*why*” is specific and unique for all individuals and cannot be replicated. It reveals what people live for, their biggest ambitions (Rey & Bastons 2019).



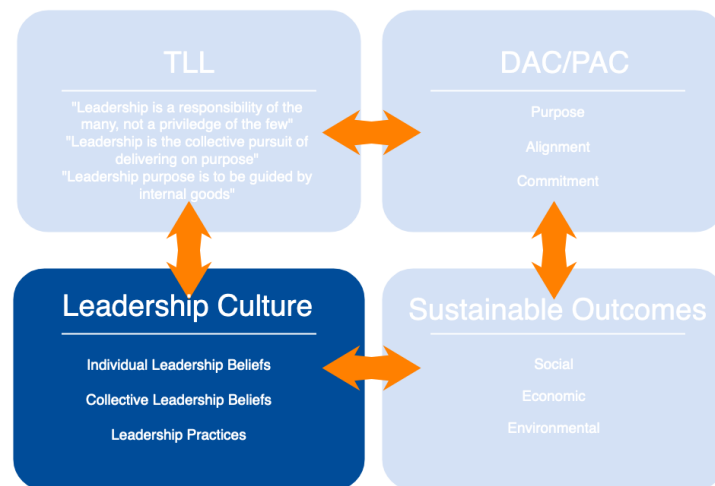
### 2.3.4 Sustainable Outcomes



Including the PAC ontology also influences to what degree sustainable outcomes are achieved (By 2021), as purpose is explained as the “*fundamental reason for existence beyond just making money*” (Collins & Porras, p.73) and something that is “*meaningful to the self and the work beyond the self*” (Damon et al. 2003, p.121). To accomplish sustainable outcomes, sustainable development needs to be in place. Such development “*meets the needs of the present without compromising the ability of future generations to meet their own needs*” (Brundtland 1987). This aligns with the UN's sustainable development goals (UN 2021).

Munasinghe (1993) suggests there are three sustainable development approaches: economic, environmental and social. The economic approach seeks to maximise earnings, whilst maintaining the same or increasing capital stock (Rogers et al. 2012; By 2021). Environmental approach involves maintaining the ability to recover rapidly from challenges, and the sturdiness of physical and biological systems (Rogers et al. 2012). Lastly, the social approach concerns sustainment of the steadiness of social and cultural systems (Rogers et al. 2012). A focus on sustainable development can contribute to the purpose of organisations, maximising the common good of society, while also benefiting the organisation itself (Damon et al. 2003).

### 2.3.5 Leadership Culture



Achieving a common purpose within a team or organisation, relies on having a leadership culture that facilitates for change (Aitken 2007). To implement successful changes into the organisation and ensure that the parties are ready, culture is a factor that needs to be taken into consideration (Block 2003). Leadership culture consists of organisational purpose merged with critical behaviours and vital individual values. These elements are identified and acknowledged as being true, useful and effective for their unique organisational culture, and are present in everyday conversations and actions (Aitken 2007). Leadership behaviour that is based on personal values, enhances the likelihood of creating a culture which best fits the purpose of the organisation (Aitken & Higgs 2010). According to Aitken & Higgs (2010), the desired way of acting, responding and behaving is achieved through role modelling the leadership culture. This is often done by introducing a practical tool for implementing change for further development of the organisational culture (Aitken & Higgs 2010).

### **2.4 Leadership as Practice (Individual, Collective, Practices)**

In this dissertation, leadership is viewed as praxis-oriented, rather than created based on personal traits of individuals (Raelin 2020; Ford et al. 2021). It is an ongoing collective practical leadership accomplishment produced in a social setting (Raelin 2016; Alvehus 2021). The LAP framework is developed to understand leadership as practice (Raelin 2020). Raelin (2020) states that it searches for the truth of the correct form of leadership, and stresses that leadership is fleet and not based on identity, but the practices within the team. According to Raelin (2020), practice differs from practices. Leadership practice is a continual flow of processes, whereas practices are specific sequences of activities that create or shape purpose

(Raelin 2020). All practices within the team are then looked at as a whole and put into a context, creating meaning (Raelin 2020). Collective practices are for instance criticism, dialogue, deliberation, dissent and collaborative learning (Raelin 2020). Such practices are used to facilitate diverse sentiments, views and debates (Raelin 2020). Some individual practices are presented below in Figure 2.3.

**Figure 2.3: Individual Leadership Practice**



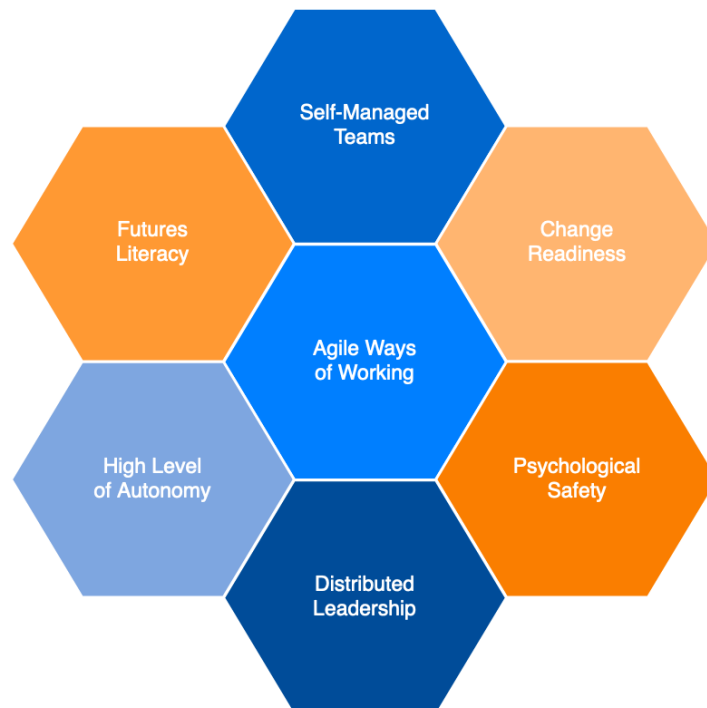
Even though this dissertation mainly focuses on collective leadership, individual practices are elements that need to be included to contribute to achieving the collective ones (Raelin 2020). Some of them are tightly linked to formal leaders, whereas for instance creating trust, collaboration and listening should be done by everyone (Seedman 2021). These practices should, therefore, be deeply connected to the leadership culture and ultimately organisational culture, encouraging everyone to take part in shaping the social environment (Seedman 2021).

#### 2.4.1 Collective Leadership Practice

Due to the increase in complex tasks, it is impossible for the managers or board to possess all relevant knowledge, abilities and skills needed to make well-educated decisions alone (Raelin 2020). Therefore, defining leadership as a collective responsibility is becoming increasingly important. This can seem like a rather straightforward idea that most organisations can agree on. However, the challenge is to

introduce and facilitate such a view on leadership and ensure all members of the organisation are included in the processes (Raelin 2020). Several practices are merged into the leadership culture to solve this issue (Miller 2018; Raelin 2020). Figure 2.4 illustrates some of these practices. The three practices highlighted in shades of orange, are most relevant when researching how and why to implement purpose-driven collective leadership further.

**Figure 2.4: Collective Leadership practice**



*Amended from: Raelin (2020); Hunter et al. (2012); Gren et al. (2019)  
Oreg et al. (2011); Kuusinen et al. (2016)*

## **2.5 Leadership Practices**

To explore the nature of leadership further, three practices are chosen to examine the practical view. Here, change readiness, psychological safety and futures literacy is chosen, as they connect to how to conduct organisational change and how to implement purpose-driven collective leadership.

### 2.5.1 Change Readiness

To successfully implement purpose-driven, collective leadership and facilitate organisational change, the organisation as a whole must be ready for the transformation (Smith 2005). Change readiness is “*beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization’s capacity to successfully make those changes*” (Armenakis et al. 1993, p.681). It will not happen by itself, but is important to facilitate, as failure can lead to high financial costs and decreased credibility (Smith 2005). Members of the organisation can, according to Smith (2005), either be the most essential part of achieving successful change, or the biggest barrier.

According to Hogan (2007) and Sutton & Kahn (1987), people have an inborn need for predictability and stability. Changes that are implemented can bring uncertainty about the future, which often makes people uncomfortable (Kotter 1998). This might lead to mistrust and is the reason why people tend to prefer the status quo and avoid change (Kotter 1998). Furthermore, frequent or comprehensive processes can lead to change fatigue (Bernerth et al. 2011). Fatigue can lead to exhaustion which can have a negative impact on outcomes, reduce commitment and increase employee turnover (Bernerth et al. 2011).

To achieve successful change, both organisational- and personal readiness needs to be in place (Kempster & Jackson 2021). The elements of the change process, therefore, need to be communicated properly, to make sure members are involved and participate (Bernerth 2004; Smith 2005). This should be communicated through workshops and seminars where the main focus is on what they aim to accomplish, why, where and for who (Kempster & Jackson 2021). According to Smith (2005), it is crucial to create excitement and enthusiasm through communicating a positive message. The message should be honest and realistic to generate trust in the process. It is also important that it is communicated early in the process, to ensure commitment, confidence and participation (Smith 2005).

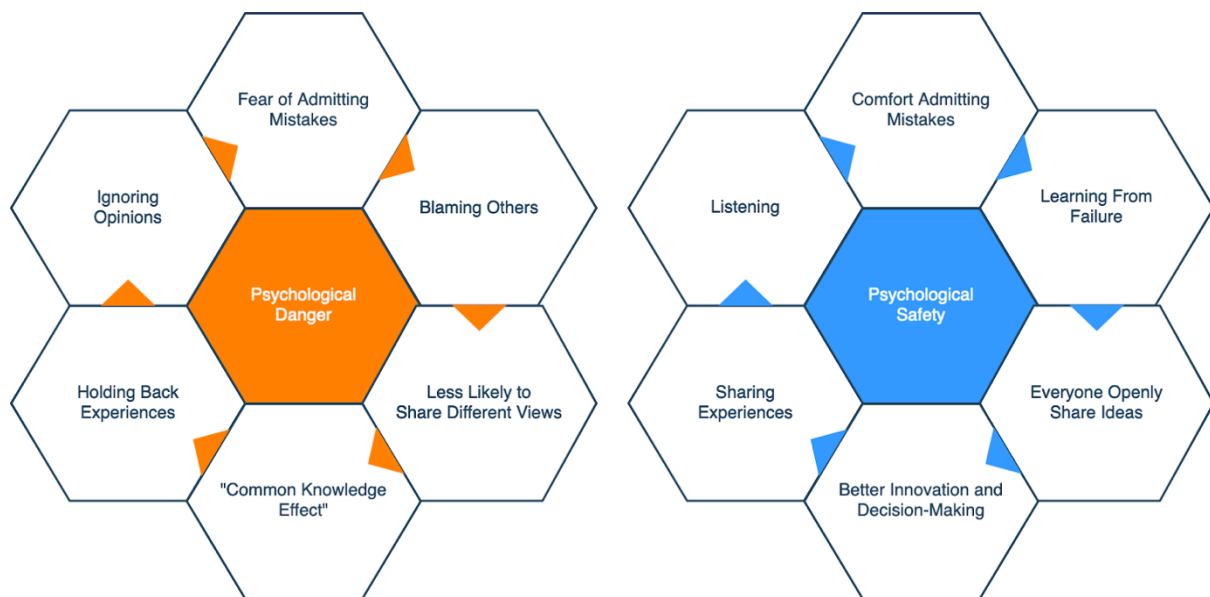
### 2.5.2 Psychological Safety

The change process is driven by communication (Edmondson & Besieux 2021). It is a process where communication creates, produces and maintains change (Ford & Ford 1995). Therefore, the focus should lie on what is said, what is held back, and how effectively the team works through ideas and information that is obtainable (Edmondson & Besieux 2021). To address

these challenges, good meetings are important. These are characterised as meetings where all participants contribute to and process information, while having minimal withholding and disruption (Edmondson & Besieux 2021).

For teams to communicate well and work as a collective, they also need a common, shared purpose embedded in a culture based on trust and mutual respect (Hackman 1990). According to Yukl (2006), teamwork is utilised in organisations to improve outcomes, such as collaboration and sharing of ideas, perspectives and information. These outcomes are connected to productivity, process dependability and quality, in addition to psychological factors such as self-belief, motivation and safety (Yukl 2006). The psychological factors are tightly linked and deeply connected to feeling safe in the work-environment. With a higher sense of self-belief, comes a stronger sense of safety, that again can increase motivation. Psychological safety is, according to Edmondson et al. (2004, p.241), defined as: “[...] individuals’ perceptions about the consequences of interpersonal risks in their work environment. It consists of taken-for-granted beliefs about how others will respond when one puts oneself on the line, such as by asking a question, seeking feedback, reporting a mistake, or proposing a new idea”. Figure 2.5 illustrates both elements related to psychologically unsafe and safe environments.

**Figure 2.5: Psychological Danger and -Safety**



*Amended from: Joseph (2016); Edmondson & Besieux (2021)*

Psychologically unsafe environments are often characterised by small teams focusing on commonly known information, resulting in the common knowledge effect (Joseph 2016; Myers 2018). This effect is usually present in groups that have shared interests and work in the same or similar fields. It decreases the diversity of knowledge, leading to fewer well-informed decisions, less expertise and missed opportunities for innovation (Joseph 2016). Therefore, to increase knowledge transfer and diversity, teams should consist of individuals with different backgrounds, interests and expertise, as it would lead to less use or even elimination of common knowledge in discussions (Myers 2018).

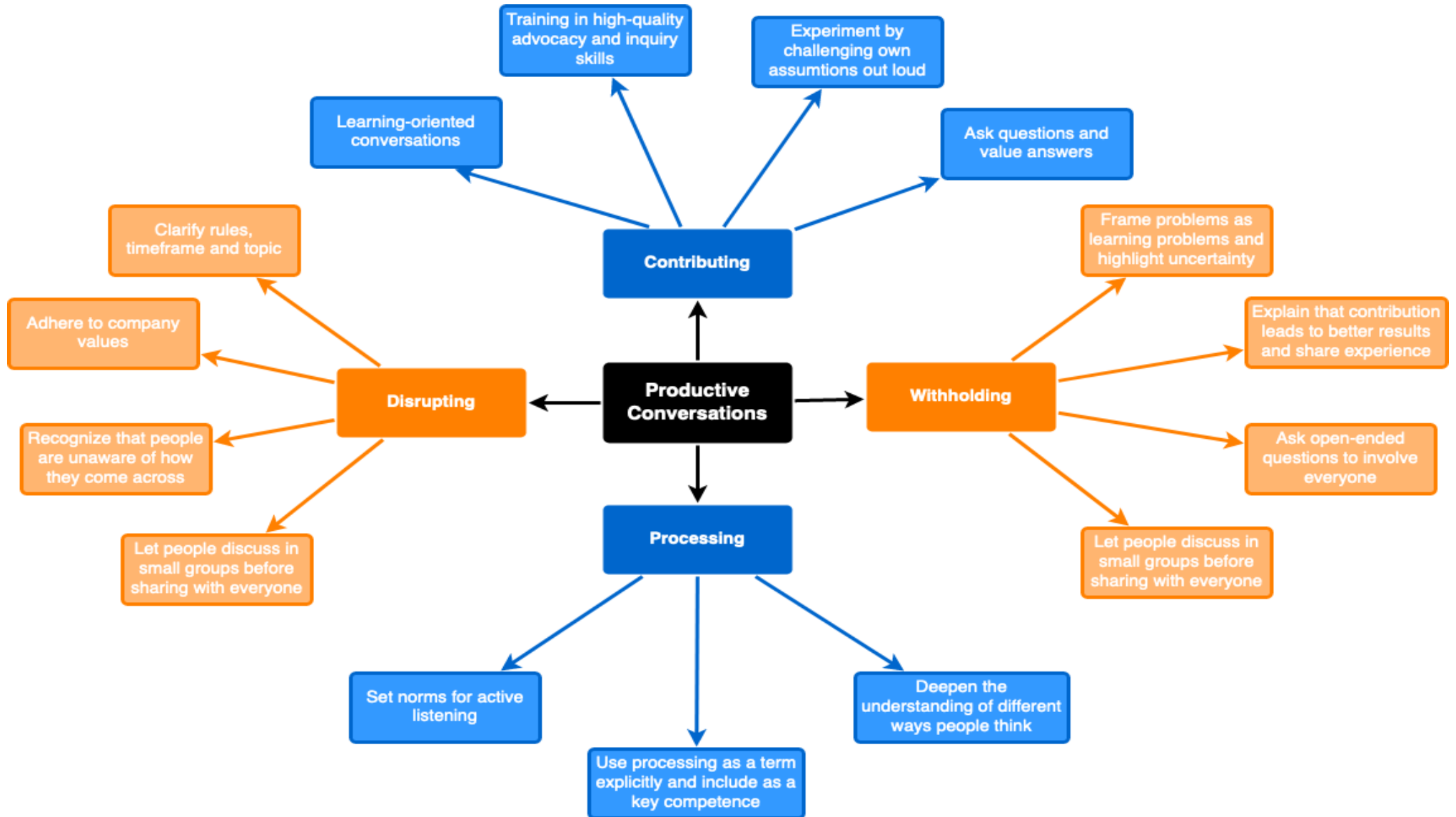
To increase the level of psychological safety there are several components to take into consideration. Firstly, admitting mistakes is crucial to the development of the organisational and/or team culture (Joseph 2016). According to Joseph (2016), O'Connor suggests appointing roles in the team, particularly "*the devil's advocate*". By randomly choosing one person to take on a role and mainly disagree, come up with arguments and create debate, it disconnects the opinions from the person. The role should be given to different people each time to avoid one person being perceived as "*the bad guy*". This will result in more focus on ideas and facts themselves, which would foster critical understanding and nuanced decision-making (Joseph 2016). Aligning with creating a more psychologically safe environment, the idea of "*failure not being an option*" should be a story of the past. Mistakes should be embraced as it creates opportunities for growth and should not be reasons to blame individuals/teams (Smith 2016). It would improve the social environment, since it encourages everyone to keep sharing new ideas without being afraid of failure. What should matter is how we react and learn from previous mistakes (Smith 2016).

To embrace failure both internally and externally in organisations, there should be reflective processes where re-examination, rethinking and revising takes place (Smith 2016). Sessions should be set up with the purpose of reflecting on both positive and negative experiences during a set timeframe, with a given group of people. Here, writing down personal experiences before sharing, would be beneficial. Then, each participant should present their reflections, before coming together and discuss what went well, what did not, and how to improve. This way, everyone gets to voice their personal reflections, before trying to overcome obstacles as a team. It also enables them to give praise and explore the elements of a well-functioning team, which will prove beneficial in the future (Smith 2016).

Feeling psychologically safe and speaking up is considered important. However, there should be focus on productive conversations (Edmondson & Besieux 2021). As a consequence of low psychological safety, good ideas can be missed, diversity of thought diminished, and thoughtful debate reduced (Edmondson & Besieux 2021). Nevertheless, it is equally important to ensure that what is being said is relevant. Therefore, Edmondson & Besieux (2021), created The Productive Conversation Matrix; a model where disrupting, withholding, contributing and processing is at the core. Leaders, both formal and informal, need to understand forces that contribute to productive voice (contributing) and silence (processing). Then, leaders can utilise strategies that minimise the ineffective silence (withholding) as well as the unproductive voice (disrupting) (Edmondson & Besieux 2021). These should be skills that leaders possess to cultivate when leading productive meetings. Being able to listen is an important quality that needs to be in place, to be able to process what is being said. Therefore, the whole matrix created by Edmondson & Besieux (2021), is relevant in different situations depending on the nature of the intent. Leaders need to recognise its importance and understand how their own actions influence the voices of co-workers (Edmondson & Besieux 2021). Figure 2.6 below illustrates the matrix and how to use it in practice to ensure productive conversations.



**Figure 2.6: Productive Conversations**



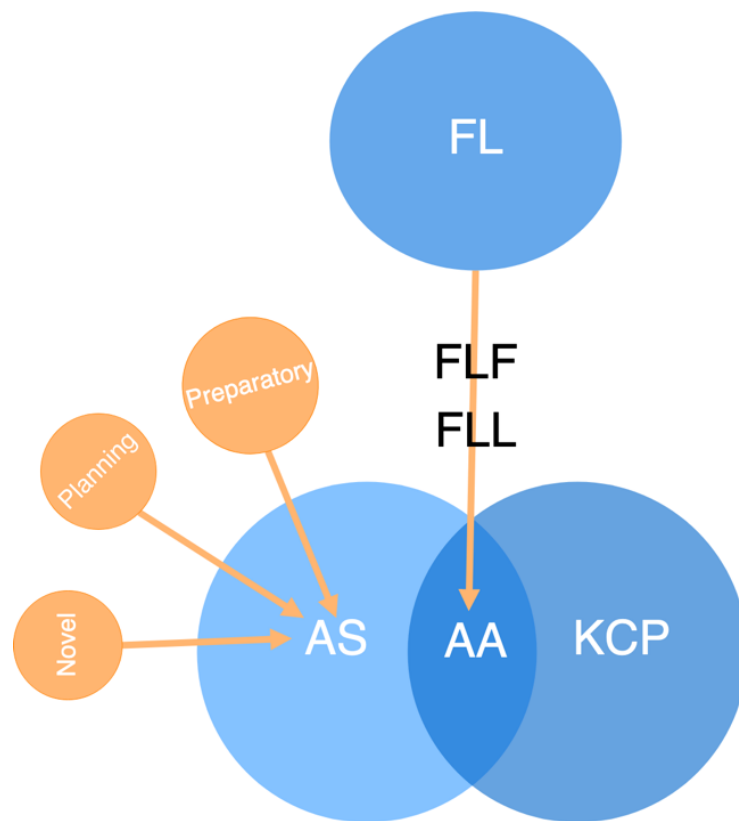
*Amended by Edmondson & Besieux (2021)*

### 2.5.3 Futures Literacy

To ensure that all parts of the organisation are prepared for changes, Futures Literacy (FL) also proves important in relation to collective leadership (Miller 2018). It is fronted by Riel Miller at UNESCO and defined as *“a capability. It is the skill that allows people to better understand the role that the future plays in what they see and do”* (UNESCO 2021). Making an organisation more futures literate, will increase the emphasis on questioning and challenging pre-existing opinions and frames, to see the future in a new light, opening for new possibilities (UNESCO 2021). A FL Framework (FLF) has been created to understand what it is all about. To identify the elements of FLF, Miller (2018) has connected the concept to future anticipations, since those exist in the present, as opposed to “future itself”. This also makes it easier to understand and measure the influence this type of mindset has on individuals and collectives (Miller 2018).

According to Miller (2018, p.39), the FLF (see Figure 2.7) should be used to design FL laboratories (FLL), “[...] a general-purpose tool that reveals Anticipatory Assumptions (AA) [...]”. “[...] being futures literate is the capacity to identify, design, target and deploy AA” (Miller 2018, p.48). AA are explained as the key descriptive and analytical elements needed to understand FL. They define models and frames used to create the content of fictions, that is considered the conscious human anticipation and is what enables people to narrate imaginary futures (Miller 2018; Geert Hofstede Consortium 2017). AA consists of both conscious and unconscious anticipations, nevertheless, only the conscious one is addressed in this context. AA can be seen as the point where Assumption’s Systems (AS) and the Knowledge Creation Process (KCP) intercepts. At this point, imaginary futures are created on the basis of meaningful descriptions (Miller 2018).

**Figure 2.7: Futures Literacy**



*Amended from Miller (2018)*

AS-theory is essential when looking deeper into how and why to take the future into consideration. It is also utilised when trying to make sense of the present (Miller 2018). According to Miller (2018), there are three different types of AS; Preparatory, Planning and Novel. The first is about using simulations to be open and prepare for what might occur in the future. Planning is about using elements of the past to predict the future. Lastly, Novel concerns the idea that the present does not predict a causally significant relationship with future outcomes. To understand how to describe the imagined futures, Miller (2018) uses KCP as a tool. Making sense of the future consists of both physical and institutionalised contours, as well as emotions, taste, sound and colours. Thereby, KCP has the ability to attach meaning to phenomena occurring in the present (Miller 2018).

Being futures literate is important as it makes innovation easier by increasing the understanding of changes and increasing the speed when making choices (UNESCO 2021). It also makes change more comprehensible by increasing the discovery of novelty, surprises to come and potential shocks (UNESCO 2021). This leads to more diverse choices where exploration takes advantage of the existing complexity and uncertainty. FL emphasises different ways of

understanding and encourages experimentation. It also has benefits in terms of business strategy as it makes it easier to make diverse approaches to uncertainty and risks, increasing resilience (UNESCO 2021).

When trying to make people more futures literate, focusing on learning-based value creation where learning is the focus rather than scaling business, is important (Oliver Parent 2019). Thus, there should be emphasis on creating a learning intensive society. Who you are and the maturation of your knowledge should define the value, instead of a hierarchy (Oliver Parent 2019). Therefore, the challenge is to search for meaning as a continuous process, where what we want to achieve, and how to sustain it should be taken into account.

There should be workshops and development conversations where all employees are encouraged to reflect on capabilities and capacities, both as individuals and teams/departments (Oliver Parent 2019). Here people should reflect on the differences between predicted and wanted futures. If they do not align, assumptions should be researched to change the perspective on the future to understand how to shape it (Geert Hofstede Consortium 2017). This process is done through using the KCP as a tool (Geert Hofstede Consortium 2017; Miller 2018).

Focusing on choices being made and practising decision-making, leads to more experience, making people more effective and autonomous (Parent 2019). Therefore, people should be allowed to make mistakes and learn from past experience, rather than focusing on handing blame to those who fail. Having workshops where mistakes are reflected on, and anticipations of the future are emphasised, will also improve creativity due to the growing psychological safety (Parent 2019). In turn, this creates a sense of shared-meaning and decision-making capacity within the entity (Parent 2019). Thereby, FL is a continuous process where assumptions are examined to change perspective on the future. This raises new questions that are used to create new assumptions (Geert Hofstede Consortium 2017).

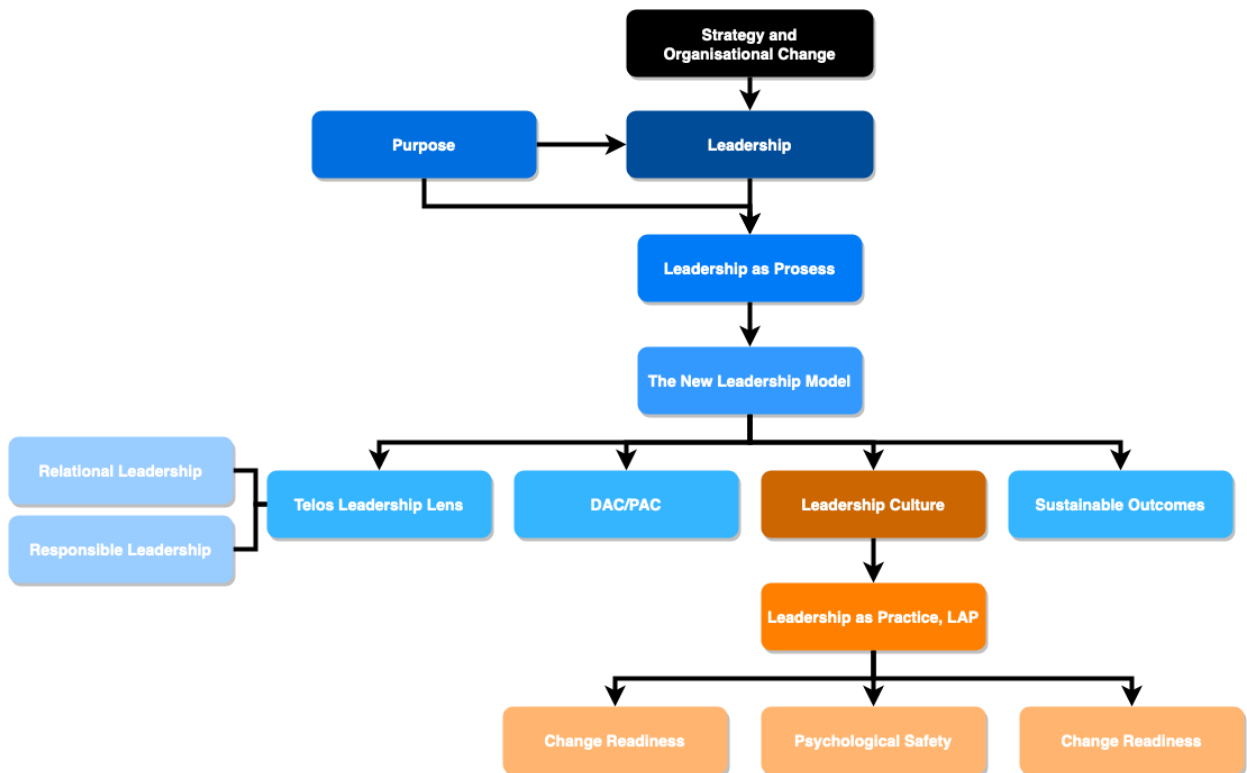
## 2.6 Chapter Summary

Organisational change is tightly linked to leadership as the internal and external environment is ever-changing. Leadership is viewed as a collective continuous process, where everyone needs to be included to drive the organisation forward. When exploring leadership as a process, The Leadership Model is used, creating connections between TLL, DAC/PAC, sustainable outcomes and leadership culture. TLL consists of three principles, explaining leadership as collective, responsible actions based on purpose. The DAC framework is included as it relocates the focus from leaders and followers to the collective. To connect the ontology tighter to the research question, PAC is used, acknowledging the importance of purpose as opposed to direction. Sustainable outcomes concern approach in environmental, economic and social sustainability. Lastly, leadership culture consists of organisational purpose merged with critical behaviours and vital individual values and is unique for each organisation.

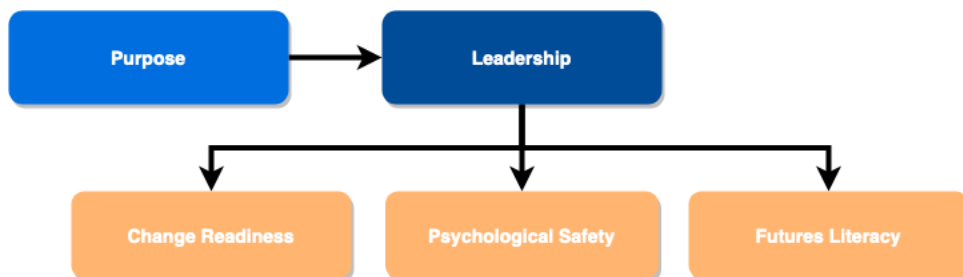
To achieve a common purpose and implement successful change, leadership culture needs to address LAP. Through utilising LAP, three relevant leadership practices emerged: change readiness, psychological safety and FL. Change readiness concerns beliefs, attitudes and intentions related to change necessity. Successful implementation also relies on psychological safety. Feeling safe in the work-environment is important in terms of both short- and long-term goals as it increases productivity, motivation and self-belief. Another important aspect to further increase organisational development is FL. It is about preparing, planning and novel, and using anticipations to create imagined futures. To do so, it is important with learning-based value creation, where members of the organisation are invited to reflect on potential futures and how to address them.

Through the critical review of leadership literature, leadership is viewed as a process highly influenced by purpose, and practiced through change readiness, psychological safety and futures literacy. This view of leadership and the connections between different concepts are visualised in Figure 2.8. Figure 2.9 underneath displays a compressed version of the model with the key leadership elements used as basis for data collection and analysis.

**Figure 2.8: Purpose-Driven Collective Leadership**



**Figure 2.9: The Compressed Leadership Model**



### **3. Research Method**

This chapter critically evaluates the methodological choices used to answer the research question: “*Why and how to implement purpose-driven collective leadership*”, and the implications. First, the choice of research paradigm and design are presented and justified. Then, the choice of data sample and reasoning, before reviewing the data analysis. Thereafter, an explanation of triangulation is given, followed by data evaluation. Lastly, methodological challenges are reflected upon.

#### **3.1 Research Paradigm**

To explore the research question, the interpretivist paradigm was used (see Table 3.1) (Saunders et al. 2019). Interpretivism was chosen as it aims to establish rich interpretations and perceptions of context and social worlds (Alharahsheh & Pius 2020; Saunders et al. 2019). It allows for researching complex phenomena, with a subjectivist perspective, inductive meaning and a focus on factors connected to a context through a small sample size (Saunders et al. 2019; Alharahsheh & Pius 2020; Yin 2014). Thus, the method for collecting information is qualitative (Saunders et al. 2019).

<b>Paradigm</b>	<b>Ontology</b> Nature of reality or being	<b>Epistemology</b> What contributes acceptable knowledge	<b>Axiology</b> Role of values	<b>Typical methods</b>
<b>Positivism</b>	<ul style="list-style-type: none"> <li>- Real, external, independent</li> <li>- One true reality (universalism)</li> <li>- Granular (things)</li> <li>- Ordered</li> </ul>	<ul style="list-style-type: none"> <li>- Scientific method</li> <li>- Observable and measurable facts</li> <li>- Law-like generalisations</li> <li>- Numbers</li> <li>- Contribution: causal explanation and prediction</li> </ul>	<ul style="list-style-type: none"> <li>- Value free research</li> <li>- Researcher is detached. neutral, and independent of what is researched</li> <li>- Researcher maintains objective stance</li> </ul>	<ul style="list-style-type: none"> <li>- Typically deductive, highly structured, large samples, measurement, typically quantitative methods of analysis, but a range of data can be analysed</li> </ul>
<b>Critical Realism</b>	<ul style="list-style-type: none"> <li>- Stratified/layered (the empirical, the actual and the real)</li> <li>- External, independent, intransient</li> <li>- Objective structures</li> <li>- Causal mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>- Epistemological relativism</li> <li>- Knowledge historically situated and transient</li> <li>- Facts are social constructions</li> <li>- Contribution: historical causal explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Value-laden research</li> <li>- Researcher acknowledges bias worldviews, cultural experience and upbringing</li> <li>- Researcher tries to minimise bias and errors</li> <li>- Researcher is as objective as possible</li> </ul>	<ul style="list-style-type: none"> <li>- Retrodictive, in-depth historically situated analysis of pre-existing structures and emerging agency</li> <li>- Range of methods and data types to fit subject matter</li> </ul>
<b>Interpretivism</b>	<ul style="list-style-type: none"> <li>- Complex, rich</li> <li>- Socially structured through culture and language</li> <li>- Multiple meanings, interpretations, realities</li> <li>- Flux of processes, experiences, practices</li> </ul>	<ul style="list-style-type: none"> <li>- Theories and concepts too simplistic</li> <li>- Focus on narratives, stories, perceptions and interpretations</li> <li>- Contribution: new understandings and worldwide views</li> </ul>	<ul style="list-style-type: none"> <li>- Value-bound research</li> <li>- Researchers are part of what is researched, subjective</li> <li>- Key contribution: researcher interpretations</li> <li>- Researcher reflexive</li> </ul>	<ul style="list-style-type: none"> <li>- Typically inductive. Small samples, in-depth investigations, qualitative methods of analysis, but a range of data can be interpreted</li> </ul>
<b>Postmodernism</b>	<ul style="list-style-type: none"> <li>- Nominal, complex, rich</li> <li>- Socially structured through power relations</li> <li>- Some meanings, interpretations, realities are dominated and silenced by others</li> <li>- Flux of processes, experiences, practices</li> </ul>	<ul style="list-style-type: none"> <li>- What counts as “truth” and “knowledge” is decided by dominant ideologies</li> <li>- Focus on absences, silences and oppressed/repressed meanings, interpretations and voices</li> <li>- Contribution: exposure of power relations and challenge of dominant views</li> </ul>	<ul style="list-style-type: none"> <li>- Value-constituted research</li> <li>- Researcher and research embedded in power relations</li> <li>- Some research narratives are repressed and silences at the expense of others</li> <li>- Researcher radically reflexive</li> </ul>	<ul style="list-style-type: none"> <li>- Typically deconstructive - reading texts and realities against themselves</li> <li>- In-depth investigations of anomalies, silences and absences</li> <li>- Range of data types: typically qualitative methods of analysis</li> </ul>
<b>Pragmatism</b>	<ul style="list-style-type: none"> <li>- Complex, rich external</li> <li>- Reality is the practical consequence of ideas</li> <li>- Flux of processes, experiences, practices</li> </ul>	<ul style="list-style-type: none"> <li>- Practical meaning of knowledge in specific context</li> <li>- “true” theories and knowledge are those that enable successful action</li> <li>- Focus: problems, practices and relevance</li> <li>- Contribution: problem solving and informed future practice</li> </ul>	<ul style="list-style-type: none"> <li>- Value-driven research</li> <li>- Research initiated and sustained by researcher’s doubts beliefs</li> <li>- Researcher reflexive</li> </ul>	<ul style="list-style-type: none"> <li>- Following research problem and research question</li> <li>- Range of methods: mixed, multiple, qualitative, quantitative, action research</li> <li>- Emphasis on practical solutions and outcomes</li> </ul>

Table 3.1: Research Paradigm. Amended from Saunders et al. (2019)



Interpretivism goes in depth through research with smaller samples (Saunders et al. 2019; Choy 2014). It enables being open-minded conducting broad research with the possibility of looking into several complex issues (Choy 2014). However, it is more time consuming and can also lead to researcher's opinions steering results in whichever desired direction (Choy 2014). Therefore, qualitative research requires skilled interviewers (Choy 2014). Even with skilled interviewers, interpretivists believe it is not possible to be objective, as everyone is affected by personal assumptions (Wang 2020). The aim is not generalisation, as diverse backgrounds, circumstances, at different times, can result in different meanings, as people might not experience the same social realities (Saunders et al. 2019). This can be seen as a weakness, as interpretivist research will not lead to universal laws and contexts need to be researched individually (Wang 2020). In order to fully understand an organisation, it is crucial to understand what drives behaviour (Choy 2014). The primary strength of interpretivism is being able to study assumptions, values and beliefs (Yauch and Steudel 2003).

### **3.2 Research Design**

To address how research is conducted and ensure fit between theory and structure, research design is examined as it creates a basis for analysis (Yin 2014; Saunders et al. 2019). Qualitative research methods provide further understanding of humans' social reality and achieve a greater understanding of people's life situations and experiences (Dalen 2011; Brinkmann & Tanggard 2010). Interviews were chosen as they are well suited for bringing out complexity and nuances, opinions, attitudes and perceptions (Askheim & Grenness 2008; Johannesen et al. 2010)

The material was collected through semi-structured in-depth interviews (Jacobsen 2015). Semi-structured interviews are beneficial as they give the informants room to introduce aspects that have not already been identified in the underlying theory (Kvale & Brinkmann 2009). This is favourable when studying a small selection of informants, where individuals' opinions and interpretations play an essential role (Jacobsen 2015). In-depth interviews were used as they are considered a flexible data collecting method that provides comprehensive and detailed descriptions (Johannessen, Tufte & Christoffersen 2010).

To explore the theoretical grounding related to the research question, the interview guide was created. After the first draft was made, it was revised based on feedback from the supervisor.

Then, a pilot was conducted, aiming at identifying potential flaws. This led to another revision, making the questions more understandable. The final interview guide (see Appendix A) was formulated to give the informants time to reflect and give nuanced, well thought-through answers. By doing so, they were able to touch upon other themes and provide answers with different focus (Tjora 2012).

The interviews were conducted through Teams during office hours. Having online interviews instead of meeting in person, made it more challenging to read body language (Ratten 2020). This was taken into account through one of the interviewers asking questions, while the other took notes and focused on behaviour. The interviews aimed to last approximately 30-60 minutes, as longer can cause fatigue for informants and interviewers (Jacobsen 2015). Since all informants were native Norwegian speakers, the interviews were conducted in Norwegian. This was to create a natural conversation in a comfortable environment, where reflections on opinions and emotions were valued, and to ensure no information was lost in translation. In the beginning of each interview, a few minutes were spent introducing the project and how the informants could contribute. The interviewers also notified that if anything was unclear, questions were appreciated. Through creating an informal atmosphere, it was easier to create balance between prepared and spontaneous questions (Saunders et al. 2019). Under normal conditions, it would have been preferred to visit informants at their own workplace to create a more informal, safe environment (Jacobsen 2015).

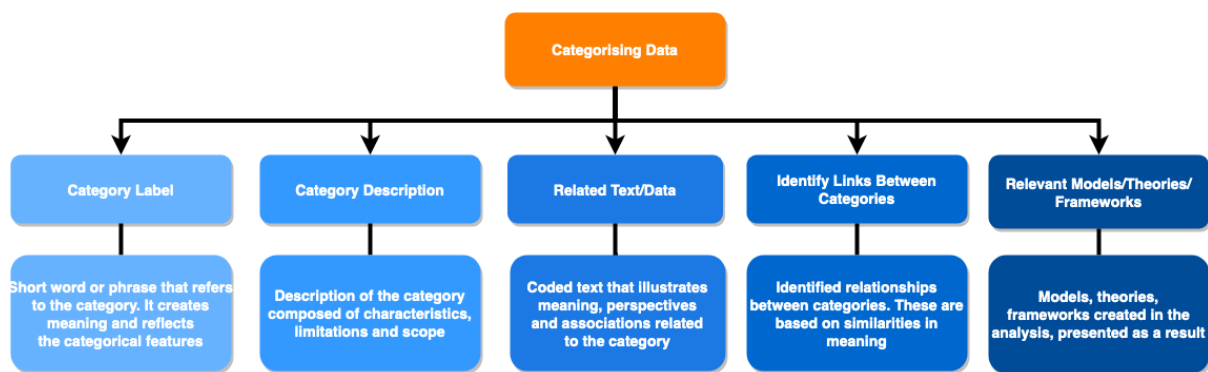
### **3.3 Data Sampling**

The informants were selected through convenience sampling; a non-probability sampling procedure where the sample is chosen based on availability and willingness to participate (Saunders et al. 2019; Etikan 2016). There might be some concerns considering the credibility of the findings (Saunders et al. 2019). These arise as participants in convenience samples often are the ones with strongest opinions about the subject. The sample might, therefore, not be representative of the majority (Saunders et al. 2019; Sousa et al. 2014). There are also some concerns regarding bias, as participation is voluntary, and the selection is not randomly chosen (Sousa et al. 2004). Still, even though the sample was chosen due to convenience, the selection was well suited for answering the research question (Saunders et al. 2019). The organisation was chosen as it was accessed through an existing contact and, therefore, convenient but also appropriate for this dissertation.

### 3.4 Reasoning

In this dissertation, the inductive approach was utilised due to the complexity of analysing qualitative data (Goswami 2011). In addition, there is not one correct answer as in deductive analysis (Goswami 2011). In inductive reasoning, the main aim of analysis is developing categories from raw data into models or frameworks (see Figure 3.1) (Thomas 2006). These are made up of key themes identified and constructed by the interviewers when coding the results (Thomas 2006). In addition, multiple interpretations were used. Findings are inevitably shaped by assumptions and experiences as they are evaluated on the basis of relevance by the interviewers (Thomas 2006). Therefore, different evaluators might have different results and components.

**Figure 3.1: Categorising Data**



*Amended from Thomas (2006)*

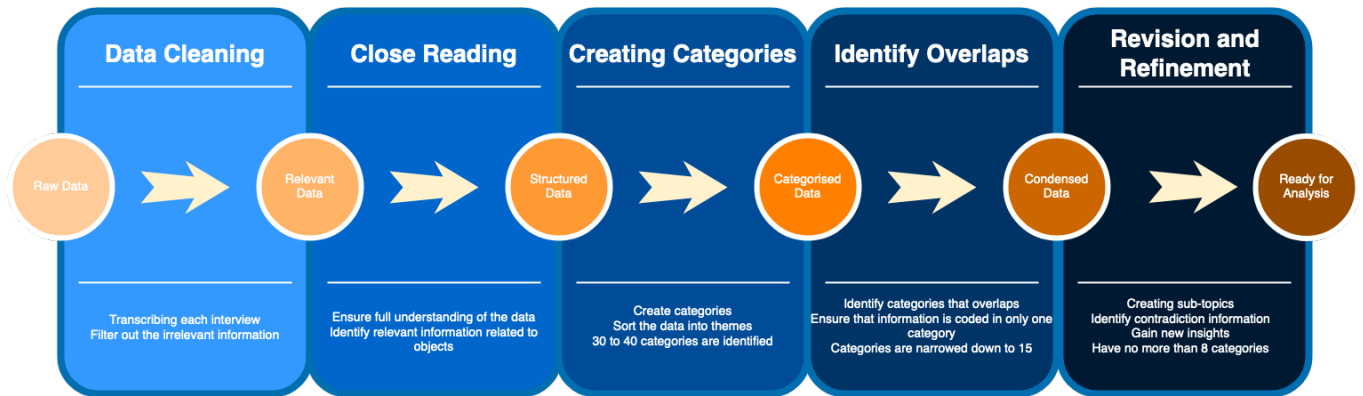
### 3.5 Data Analysis

The data analysis in this dissertation was based on Figure 3.2. It was done through multiple readings and different interpretations of the data, which is the inductive component (Thomas 2006). The results were influenced by interpretations by the interviewers, as they were based on pre-made questions. Nevertheless, findings were drawn directly from the raw data and therefore considered credible (Thomas 2006).

After the interviews, transcripts were sent to the appropriate informant, to receive approval and make sure the opinions were captured correctly. After getting approval, the coding process began (see Figure 3.2). Data was cleaned through identifying patterns, tendencies, contradictions and similarities through close reading (Askheim & Grenness 2008; Punch 2013). Thereafter, categories were created to enable comparison of the data (Eisenhardt 1991).

Through data comparison, similar categories were identified and combined before refining them to best present the data. In the last phase, a table of key findings was created to display the results and connect them to theory (see Appendix E). The theoretical chapter created the foundation for the analysis, which together with the empirical data, allowed for a conclusion to be drawn (Yin 2014).

**Figure 3.2: The Inductive Coding Process**



*Amended from Thomas (2006)*

The goal in this process was to create a low number of categories that summarised the key aspects when evaluating the objectives. Four themes were created to compress the data in a sufficient way, ensuring that all were relevant and not overlapping (Thomas 2006). These were purpose, change readiness, psychological safety and futures literacy. Then, on the basis of Figure 3.1, 26 categories were made. After having identified overlaps it decreased to 15 before ending up at seven main categories of data (see Appendix D).

### 3.6 Triangulation

Triangulation is utilising various data sources or methods to gain a deep understanding of a phenomenon, and to test the credibility of the research by merging information (Carter et al. 2014). There are four different types of triangulations: data triangulation, investigator triangulation, theory triangulation and methodological triangulation. The type of triangulation used in this dissertation was data triangulation (Wilson 2014). Data has been collected from both various previous research and interviews, to be able to answer the research question.

### **3.7 Data Evaluation**

To ensure trustworthy qualitative research, Lincoln and Guba's (1985) data evaluation framework was used. It consists of credibility, confirmability, dependability and transferability. As a response to criticism, a fifth criterion, authenticity, was added (Polit & Beck 2009). These criteria created the foundation for evaluating the research and are strongly related to trustworthiness in quantitative research: validity and reliability (Polit & Beck 2009). Lincoln and Guba's (1985) framework were chosen as it is considered one of the most accepted in qualitative research evaluation (Cope 2013).

#### 3.7.1 Credibility

It is challenging to know if the results are true in qualitative research (Jacobsen 2015; Yin 2014). To ensure a credible scenario, the chosen informants had different positions within the organisation. This helped determine if there was a common purpose and how to achieve it. Informants were also interviewed individually to get the most realistic and honest answer possible, increasing internal credibility (Jacobsen 2015). To ensure correctly presented data, all informants were asked whether they were comfortable with the interviews being recorded, which all agreed to. Audio recordings made it possible to transcribe the interviews, ensuring that data collection aligned with ethical considerations. Also, transcripts were sent to each informant, giving them the opportunity to approve the transcript, ensuring correct interpretation of the data (Jacobsen 2015; Yin 2009). In findings and discussion, all informants are presented equally, and it is specified if a certain opinion or point of view stands out. These measures all contribute to high credibility. Nevertheless, it does not necessarily mean that everything is correct. That would require comparison with results from similar research and theory (Jacobsen 2015; Yin 2009).

#### 3.7.2 Confirmability

Confirmability is about the potential for informants' views being influenced by researchers' bias (Lincoln & Guba 1985). According to Yin (2014), it is important not to control the context, and to be conscious about indirectly affecting the informants. Nevertheless, to make the informants able to process information and contribute to answering the research question, the interviewers found it necessary to provide definitions (see Appendix C). It is, therefore, a possibility that informants' views to some degree were influenced by the researchers' views. However, the interview guide did not include leading questions and informants were encouraged to speak freely (Saunders et al. 2019). In addition, they did not seem to have pre-

made answers to fit a certain mould, which decreases confirmability and strengthens trustworthiness.

### 3.7.3 Dependability

Dependability is about stability, questioning if results are situational, depending on participants or contexts (Lincoln & Guba 1985). Dependability can be determined through detailed documentation and transparency (Guba 1981). Thus, every step in the process was logged and presented in chapter 3.5, Data Analysis. This includes dialogue with informants, and how the interview guide was formed. Furthermore, the definitions given, and interview guide is presented in Appendix B and C.

### 3.7.4 Transferability

While dependability aims to determine whether results depend on context, transferability parallels to generalisability. It seeks to determine to which extent findings are applicable in all contexts (Lincoln & Guba 1985). To achieve a greater degree of transferability, multiple case studies with a larger number of informants should be conducted (Eisenhardt 1991; Yin 2017). However, due to the low number and diversity of respondents in this study, transferability was not possible. All three informants are Norwegian women in the same age group and from the same area. Nevertheless, the data can be connected to previous or further research, to strengthen credibility or challenge the views.

### 3.7.5 Authenticity

The last criterion, authenticity, concerns if researchers portray the informants' reality in a genuine way (Polit & Beck 2009). Interpretations should be formed in such a way that the informants' voices, position and diversity is conveyed, and different perspectives are shown (Johnson & Rasulova 2017). Informants' voices are expressed by using quotes, and through providing an interpretation true to how the interviewers perceived the informants. Furthermore, answers from all informants are equally emphasised to represent the different perspectives.

### **3.8 Ethical Issues**

Research ethics is about assessing whether the relationship between interviewer and informant is morally justifiable. The contribution should be voluntary, consent should always be given, and the privacy of the informants should be addressed properly (Aase & Fossåskaret 2014; Johannesen et al. 2010). Due to personal information being collected through audio files, the project was reported to the NSD (NSD 2021a). A consent form introducing the project was formed in accordance with NSD recommendations and attached to the application (see Appendix B) (NSD 2021c). This form included the purpose of the project, privacy and information related to project withdrawal. After getting approval, the form was sent to the informants and interviews were conducted.

The collected data was processed confidentially and according to privacy regulations (NSD 2021b). It was only available for the interviewers and their supervisor. Audio files were deleted as soon as they were transcribed, and both audio files and transcripts were saved on a password protected computer. This was done to avoid anyone getting access to the data. Except for their email-addresses, personal information was not written down. Informants were identified only through codes, to keep information anonymous.

### **3.9 Reflection on Challenges**

The choice of qualitative method presents some challenges (Yin 2014). Research was conducted over a short time-perspective, with a rather small sample size (Yin 2014). Consequently, findings might not be representative. Therefore, the research period should have lasted longer, and preferably included several organisations and informants. In addition, interpreting the results imposes a challenge, as the interviewers might have sought to confirm their own beliefs or certain theoretical findings (Lincoln & Guba 1985). To avoid this, the interviews should have been more explorative, letting informants steer the interview to a larger degree and determine relevant topics.

Since informant Y is a formal leader, interviewing her first was considered. This would have enabled further cross-checking of information. Nevertheless, this would potentially have led to biased and leading questions. She was, therefore, interviewed last to ensure that she was not able to influence the other informants. The interviews varied in length, from 15 to 45 minutes. This was a challenge as informants had different willingness to share their views. To avoid

short interviews with insufficient data, the interviewers should have prepared more follow-up questions. However, spontaneous questions were added in situations with short answers. Furthermore, some of the questions seemed to be difficult to understand for the informants, but as interviewers then provided further explanation, it is not considered as having an impact on the findings. In terms of future research, the questions should be formulated differently, to ensure clear understanding.

### **3.10 Chapter Summary**

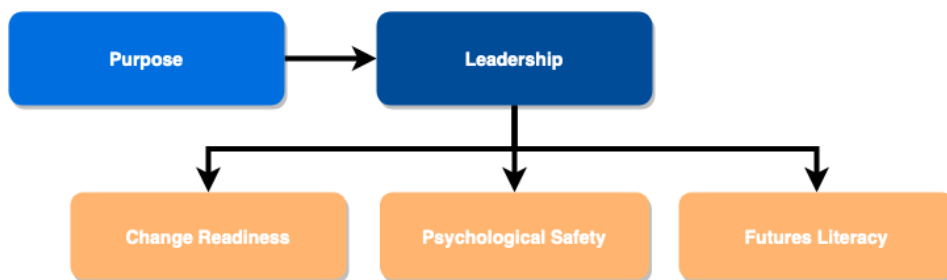
The research paradigm used to explore the research question is interpretivism. It is considered well-suited for small sample sizes and seeks to create new understanding of complex situations through perceptions and interpretations. To ensure fit between theory and structure, data was collected through semi-structured interviews, with informants selected through convenience sampling. Due to the complex nature of the research question, an inductive analysis was done, and the data was coded into categories. To gain a deep understanding of the phenomenon and ensure credibility, data triangulation was done. Lincoln and Guba's trustworthiness framework, consisting of credibility, confirmability, dependability, transferability and authenticity, was also used. Ethical issues were taken into consideration through project approval from the NSD and securing data privacy and protection. The methodological choices have also led to challenges. Results might not be representative due to the short time perspective, small sample size and potential confirmation bias. Furthermore, informants provided different amounts of data, resulting in opinions being emphasised unevenly.



## 4. Research Findings and Discussion

The purpose of this chapter is to explore why and how to implement purpose-driven collective leadership through linking the literature review and primary findings. To get a lucid discussion, leadership is divided into the four main themes: purpose, change readiness, psychological safety and futures literacy, illustrated in Figure 2.9. These emerged from literature as highly relevant to answering the research question, as they are all connected to collective leadership and leadership culture. Through the analysis, seven categories of data have been created within the main themes.

**Figure 2.9: The Compressed Leadership Model**



### 4.1 Purpose and Meaning-Making

According to the third principle of the TLL, “*Leadership is the collective pursuit of delivering on purpose*”. The dissertation uses two definitions of purpose to include both organisational and personal:

*“The organization’s fundamental reason for existence beyond just making money – a perpetual guiding star on the horizon; not to be confused with specific goals or business strategies”*

(Collins & Porras 2005, p. 73)

and

*“[...] a stable and generalized intention to accomplish something that is at once meaningful to the self and of consequence to the world beyond the self”*

(Damon et al. 2003, p.121)

In this category, the focus is on whether the organisation actively works towards the common good of society or not.

The PAC ontology suggests that it is a weakness to not have a clear purpose and core values emerging from it (Collins & Porras 2005; By 2021). The chosen organisation does not seem to have a clear purpose, as none of the informants were sure what it was. The lack of organisational purpose imposes a challenge as it guides action (Kempster et al. 2011). Working without purpose will lead to team members pulling in different directions and working for personal gain. Since leadership is viewed as a purpose-driven collective process, individuals focusing on themselves would impose a threat to the organisation itself and future development.

Even though there is little knowledge of organisational purpose, informant Z mentioned internal products sales, where the profit goes to a self-chosen charity. This links well with her personal purpose, as she has always donated to children in need and cared about society. Informant Z said she strives to be a good example for her children and show how fortunate they are. She did not see this as a clear link to purpose, however, it is deeply connected to sustainable social development. Informant Z also talked about how the top leader focuses on running a responsible business, the importance of appearing responsible from the outside and acting law-abidingly. Nevertheless, she did not connect this to herself or her team's values and purpose. The fact that the top leader fails to include staff, also underlines the lack of common purpose. Since she talked about being responsible as something the leader wants, she did not seem to take ownership in it. This focus on "us" and "them" represents a missed opportunity for the organisation as there is a lack of necessary relationships to cultivate success (Stone-Johnson 2013; Maak & Pless 2006).

Informant Y talked about the organisation's focus on the environment and how this is also a focus personally. This connects well to sustainable outcomes, as it helps the organisation meet their needs without it having a negative impact on future generations' ability to meet their needs (Brundtland 1987). She said the organisation is concerned with environmentally friendly production and that:

*"Our organisation is an eco-lighthouse\*,  
and this is something we are constantly working on"*

The surplus from shopping bag-sales is invested into developing environmentally friendly plastic bags and alternative materials. Also, the informants mentioned that they let suppliers know if there is too much plastic on products. Informant Y added that the warehouse uses electrical trucks, which further confirms the environmental focus. While informant Z has a social focus and Y focuses on the environment, informant X said the organisation works towards creating happiness and providing good service. This aligns well with her own purpose, as she wants to create happiness and preferably provide service beyond what is expected by the customers.

By (2021) emphasises the importance of purpose within leadership and Kempster et al. (2011) argues that there should be a bigger focus on it. As all informants provided different answers, the organisation would benefit from defining and communicating purpose clearly. Furthermore, since the organisation has not communicated a purpose beyond making a profit, it needs to be done to answer “*why*”. The organisation’s “*why*” is specific, unique and cannot be replicated (Rey & Bastons 2019). Therefore, identifying a purpose can help determine what makes them unique. Even though the informants were unaware of the purpose, it is clear that the organisation contributes to the common good in relation to the environment, charity and customers. To define a purpose, they need to find communality that encourages working as a collective (Dugan 2017).

## **4.2 Change Readiness**

To successfully implement purpose-driven collective leadership and facilitate organisational change, the entire organisation must be ready (Smith 2005). Change readiness is defined as “*beliefs, attitudes, and intentions regarding the extent to which changes are needed and the organization’s capacity to successfully make those changes*” (Armenakis et al. 1993, p.681). All informants expressed that they are ready and see the necessity of change. They are also under the impression that most colleagues are too, even though there is some scepticism. Data included in this theme is divided into change process and collective leadership. Change process addresses how change is communicated and experienced, while collective leadership focuses on how change is conducted.

#### 4.2.1 Change Process

To create organisational purpose, there needs to be a leadership culture based on PAC (Aitken 2007; By 2021). Participants should be involved in the process to increase readiness and acceptance for change (Oreg et al. 2011). Involvement is done through communicating elements of the process properly (Berneth 2004; Smith 2005). All informants said that change processes are communicated very well through different channels. This ensures that both those who are temporarily laid off due to the ongoing Covid-crisis and those at work, are included. However, informant Z shared that some change processes are not communicated directly to staff, but spread around as rumours, which creates uncertainty about the future. This uncertainty caused by poor communication, imposes a challenge to implementing change, as this negatively impacts PAC, acceptance and readiness.

Even though top management is perceived as poor at communicating changes in some cases, Informant Y said that she shares information from management meetings and courses to update everyone. They have workshops every week where everyone is expected to contribute through sharing experiences, ideas and raising concerns. This aligns well with Kempster and Jackson (2021) who states that processes should be communicated through workshops and seminars. During the pandemic, they have also had meetings every morning to delegate tasks. This has, according to informant Y, worked very well and is something they will continue with after the pandemic. Thus, it seems like all members are given the opportunity to participate, which increases embracement of change (Oreg et al. 2011).

Embracing continuous change is vital to be able to match the environment (Nelson 2003). Smith (2005) stresses the importance of creating excitement and enthusiasm, through communicating a positive message. All informants expressed enthusiasm towards change and that change is necessary. Informant X said that:

*“I believe it is very important that we are open to new things,  
see things from different perspectives and try it out before being negative”*

As all informants have positive experiences related to change, there is reason to believe that most processes have been communicated well. Nevertheless, both organisational- and personal readiness needs to be in place to implement successful change (Kempster & Jackson 2021). Temporarily laid off staff coming back are a risk to the overall readiness of the organisation.

As the organisation has gone through major changes, the informants are concerned with experiencing challenges when the rest come back. Communication has been easier, and staff has built stronger relationships. Nevertheless, this does not mean that the transition will be as smooth. Since the formal leader will go from being in charge of nine to 100 people, it will be more difficult to include, educate and answer questions. This is a threat to organisational readiness. To prepare, the nine people who are present should be divided into separate teams to share knowledge and make sure everyone understands. This will ensure everyone is involved, avoiding a separation between “us” and “them” and increasing the level of PAC.

Members of the organisation can either be the most essential part of achieving successful change, or the biggest barrier (Smith 2005). Despite initially being positive, Informant Z has been sceptical to change and stated:

*“We always are, are we not? We are only humans”*

However, she said that even though she might be sceptical, and do not understand, she trusts that changes are for the better. She stated the main challenge related to change is members who are resistant, and believe resistance comes from fear. She said that when situations are challenging, we should think like Pippi Longstocking:

*“I have never tried that before,  
so I think I should definitely be able to do that”*

Although informant Y believes that enabling people to learn by themselves will increase development and sense of achievement, she stated that the biggest challenge is that some like to be told what to do. If she were to pressure them to adopt the new ways of working, it could lead to resistance. Therefore, the process should be introduced gradually, allowing them to adapt. The ones who are at work should also take into consideration that even though they have implemented these practices, it is completely new to the others.

There has been rapid growth in personal- and team development in the last year. Since there has been an increased variation in tasks, people are now more equal. According to informant Y, there are informal leaders amongst the ones who are laid off, which might cling to the old ways. They have felt “more important” than others, and some have been bad at sharing tasks.

Therefore, it is important to communicate early on that everyone should contribute and collaborate, to ensure alignment and commitment (Smith 2005; By 2021). When challenges occur, they should be addressed together with the relevant individual or team.

Informant X claimed that she has not experienced any challenges related to change and has not noticed that anyone else has either. This contradicts Hogan (2007) and Sutton & Kahn (1987) statement that people have an inborn need for predictability and stability, and Kotter's (1998) about people preferring the status quo. Due to the significant changes that have been made, it is hard to believe that informant X has not noticed any challenges. Nevertheless, there is a possibility that she did not feel comfortable sharing her thoughts about change processes. Based on statements from informants Y and Z, it seems like the main challenge is scepticism towards new solutions and processes. However, it does not sound like it is, as informants are under the impression that most people are positive to change. In addition, they have seen positive results from the changes that have been made.

#### 4.2.2 Collective Leadership

Collective leadership is about people working together and sharing responsibility to achieve change (Hiller et al. 2006). Due to the increase in complex tasks, formal leaders are not able to possess all relevant knowledge, abilities and skills necessary for making all decisions alone (Raelin 2020). Informant Y said that this is solved by sharing knowledge and learning from each other through working as a collective. Communication and change are intrinsically connected and according to the informants, everyone is encouraged to participate (Edmondson 2002; Ford & Ford 1995; Edmondson & Besieux 2021).

Collective leadership focuses on social relations, rather than leader-centred models (Jackson & Parry 2018). Even though all informants expressed that everyone is allowed and encouraged to contribute, informant Z talked a lot about the leaders' decisions, referring to formal leaders. She said she might not understand why and disagree with decisions, but that she "*goes with the flow*" as the formal leaders have "*a better overview*" and are more capable of making certain decisions. She implied that she is not able to influence decisions made by decision-makers and just have to do as told, while she has previously said that suggestions are welcomed. This implies that she, to some extent, has a traditional view on leaders and followers. She also expressed that she is not included in all processes, but that some information related to these

processes is provided. This indicates that people are encouraged to contribute to the collective, but there is room for including members to a larger degree in change processes.

There needs to be willingness to work for collective interests and benefits (Drath et al. 2008). To achieve this, a leadership culture that engages members and increases dedication is needed (McGuire & Rhodes 2009). Informant Y said that they have “*co-worker-oriented*” leadership, and they are leading through people, not numbers. She said that:

*“If people thrive, the numbers will come naturally”*

She also stated that previous changes have been good and necessary, and that they have had positive effects. This indicates that even though there has been some scepticism, their leadership culture has led to increased dedication and engagement throughout the process.

Maak and Pless (2006) emphasises the importance of necessary relationships, as these breed success (Stone-Johnson 2013). In alignment, informant Y believes achieving success is about communication and building relations. They have meetings more frequently and have built stronger relations which has proven beneficial. She sees that people take the lead and contribute more than before. In collective leadership, people focus on the organisation as a whole and contribute to tasks outside their own job description and area (West et al. 2014). Increased contribution has led to people being able to help each other to a larger degree than before but including the ones at home is complicated. Virtual conversation makes communication more difficult and demands precise leadership efforts to succeed (Edmondson 2002). To ease the transition, the ones at home have been included through updates on online platforms, but it has been difficult to contribute as the job consists of practical tasks.

Even though the informants were positive to increased task variation, this might become a challenge when including the rest of the staff. Socially, being thrown between teams and departments will make it more difficult to build strong relationships and feel a sense of belonging. It increases flexibility, nevertheless, specialised expertise is reduced. If people thrive in a certain department or team, this practice prohibits them from working there on a daily basis. Switching departments would, therefore, have negative consequences for the work environment. However, in different scenarios, this can also be a positive change and lead to a higher sense of achievement. When addressing these changes, economic factors also need to

be considered. Moving people between departments creates a need for regular training. Providing training for all departments will lead to higher costs, that might not increase the rewards accordingly. Therefore, continuing such high-task variation will not be beneficial when everyone returns. Then, it should be done to a smaller extent, ensuring variation in tasks, but not including everyone in every department.

### **4.3 Psychological Safety**

Psychological safety is the perceptions people have of consequences of interpersonal risk-taking (Edmondson 2004). In the organisation, there is a positive outlook on communication. They all had heard about psychological safety in a podcast provided by the formal leader, before jumping into implementation. The data collected from the interviews was grouped into two main categories: implementation and interactions. Implementation is about introducing the practices related to psychological safety, and how they are addressed within the organisation. Interaction is about day-to-day interpersonal relations, and how the members of the organisation work towards increasing safety through leadership culture.

#### **4.3.1 Implementation**

The change process is driven by communication (Edmondson & Besieux 2021). According to Hackman (1990), teams need to have a common purpose embedded in a culture based on trust and mutual respect. Psychological factors are tightly linked and deeply connected to feeling safe in the work-environment (Hackman 1990). With a higher sense of self-belief, comes a stronger sense of safety that increases motivation (Joseph 2016). Informant Z stressed that she sees the importance of safety in terms of communication, especially with people from different cultures and views. Informant Y also agreed, adding that psychological safety is extremely important for people to thrive, both personally and professionally. All informants also stated that there is room for voicing their opinions, regardless of how these fit with others in the group.

Nevertheless, informant Z was quite hesitant when psychological safety measures were introduced. These consisted of role-play and island-jumping, which she described as entering different roles in the workplace, trying to master tasks in several departments. She was very reluctant at first and did not appreciate having to do these activities, which she identified as the core of psychological safety. This focus on two exercises meant to increase safety, signals a narrow understanding of the term, even though a definition was provided prior to the interview.



Therefore, it does not seem like informant Z is sceptical to the concept itself, but the practices used to implement it.

Informant Z was also quite negative since she did not see the relevance of psychological safety at first. She had only heard employees in kindergartens talk about it, and no one from big corporations, which is why she:

*“felt stupid and failed to see how it could be connected to the organisation”*

It was not before she heard interviews of important people who talked about it, that she saw the importance. She now believes that it is highly relevant and should be implemented into every single organisation. Even though people might not see the benefits straight away, she believes they will adapt and appreciate it when it is merged into the culture. This signals a lack of information about the relevance in the beginning of the process. However, after introducing the podcast, there seems to be a deeper comprehension and appreciation that has resulted in higher commitment. This shows that the formal leader’s way of educating them has been successful.

Informant Y shows a deeper understanding of the term of psychological safety, explaining it as being open to different people with different views and opinions to increase trust. She also stated that it is the most important thing to have in the workplace. This is why she introduced the others to the podcast about psychological safety. She has been interested in psychological safety and in implementing it for years, which explains why she comes off as more invested and excited about it. This has also contributed to the smooth implementation process, as she has studied it closely and understands the practice well.

Joseph (2016) claims that to increase psychological safety, admitting mistakes is crucial when developing team culture. Aligning with creating a more psychologically safe environment, there should also be consensus about treating failure as an opportunity to learn (Smith 2016). When asked how to increase safety, all informants stated that they are satisfied and claim that there is room to admit mistakes, ask questions and challenge opinions. The fact that everyone seems very pleased is almost too good to be true and can change drastically when everyone returns to work. As discovered when discussing change, informant X seemed uncomfortable. The fact that she only gave short, confirming answers indicates that she did not feel safe enough

to provide honest opinions, possibly because she was afraid of potential consequences. However, there is a possibility that she was uncomfortable with the interview process, explaining her lack of body language.

Due to the upcoming increase in staff, the social environment will be affected. Mistakes might be harder to admit, especially in early stages of the new practice implementation. Therefore, appointing people at random to be devil's advocate, suggested by Joseph (2016) would be beneficial. It would allow for critical debate by separating opinions from individuals, encouraging people to participate and voice contrasting views (Joseph 2016). It would also help people admit mistakes as it creates a more open environment where people are encouraged to share opinions and learn from previous mistakes (Smith 2016). Even though everyone claimed that there is a high level of psychological safety, they would benefit from creating a more open environment. Informant Z stated:

*“Not everyone is ready for change, and that I do not like”*

This was said with hard emphasis on “*that*”, which is perceived as her being closed-minded instead of open to conflicting opinions as stated previously. Such utterance can cause reluctance and decrease openness within the team/organisation, especially if she is to be perceived as a role model. It can also result in fear of admitting mistakes and contribute to a less safe environment (Joseph 2016).

Informant Y stated that the work environment has improved greatly in the recent years, shifting focus from showing others what they can do, to admitting mistakes and sharing experiences. She stated that they could even have had a “*Wall of Fail*” due to the increase in openness. Now, they turn mistakes into something positive by learning from it. She also expressed that they do not criticise people who make mistakes, and she believes that they will not make them again. To embrace failure further, processes should be put in place, with sessions focusing on reflections on experiences during a set timeframe (Smith 2016). These would be beneficial when introducing more people to the team/department. Here, people should present reflections and discuss what went well and what did not, and there should be focus on how to improve. By doing so, everyone is allowed to voice their personal opinions before overcoming the issues or acknowledge the elements that work (Smith 2016).

#### 4.3.2 Interactions

In addition to role play and island-jumping, informant Z and X also emphasised the importance of initial and continuous conversations when trying to increase psychological safety. This fits well with Edmondson & Besieux (2021), where focus is put on conversations. However, they stress that they should be productive and relevant, increasing contribution and silence. Silence is connected to processing what others say and is also brought up by informant Y who said that she values listening and learning from her co-workers.

Contribution is addressed above by the informants talking about how easy it is to voice their opinions. Nevertheless, the focus should be having meetings where all participants contribute to and process information, with minimal withholding and disruption (Edmondson & Besieux 2021). To decrease withholding, Edmondson and Besieux (2021) recommend asking open-ended questions, framing questions as learning problems rather than execution problems. Reflections are to be appreciated and leaders should also share their own prior failures. In terms of disruption, leaders should be aware that some might need to be told how their actions are perceived. This is something that informant Y are highly aware of as she stated:

*“Once, my leader told me that she experienced that everyone she was responsible for always got defensive. Then I told her that such a response would make me think about how I came across. Her face turned red, and she got defensive. However, afterwards she told me that this was the first time she had heard this, and that she would work on it. I experienced the way she said that it always happened, which might imply that she might be the one who needs to change. I can be very direct, so I have told her several times, but I mean no harm. I believe that honesty is the best way, even though it might hurt sometimes”*

To follow the matrix further, the leader should experiment with own perceptions out loud, and it should be normal to challenge each other when new information arises (Edmondson & Besieux 2021). In addition, multiple questions should be asked, and all answers appreciated (Edmondson & Besieux 2021). This, as well as focusing directly on processing, is something the informants have not brought up, which indicates that it requires further focus.

Ultimately, producing change is a process created, produced and maintained through communication (Ford & Ford 1995; Edmondson & Besieux 2021). Therefore, the focus should lie on what is said, what is held back, and how effectively the team works through ideas and information (Edmondson & Besieux 2021). All informants stated that they are open to feedback on their own behaviour and work and dare to speak up. Informant Z and Y also pointed out that the important part of providing feedback is doing it with good intent, respect and care. The formal leader is portrayed as someone who is understanding and tries to explain processes that are unclear. Being open was also mentioned several times by all informants, stating that they cannot agree on everything. Nevertheless, they try their best to welcome different views and experiences that the rest of the organisations do too. These statements conflict with the ones made by informant Z in relation to collective leadership, where she stated that in some situations, she just does as told. It also goes against the fact that she does not like when people are against change.

Overall, all informants argued that they have a psychological safe environment in the organisation. However, since there were only a small percentage of people present in the workplace, it can lead to a less psychologically safe environment when the rest of the staff returns. Psychological unsafe environments are often characterised by small teams focusing on commonly known information, resulting in the common knowledge effect (Joseph 2016; Myers 2018). To avoid the ten people contributing to the common knowledge effect, they should be spread across departments, letting them role model the new leadership practices and help the others adapt. This will increase well-informed decisions and encourage innovation as it creates teams with different experience, backgrounds and interests, which decreases the use of common knowledge (Myers 2018).

#### **4.4 Futures Literacy**

UNESCO (2021) describes FL as a skill that enables people and organisations to understand the role of the future when preparing for changes. Focusing on FL will challenge pre-existing opinions, opening for new possibilities (UNESCO 2021). The informants got questions related to planning, preparing and novel, and the data collected in this process was split into two categories. The first, awareness, is about them being aware of the meaning/importance of the term and if leaders and decision-makers include it in their practices. The second one is

reflections, which is about if and how reflections are included in the ways of working, and when addressing potential futures.

#### 4.4.1 Awareness

The informants did not possess a lot of knowledge about the term, and it did not seem like the definition was thoroughly read. There also seemed to be an uncertainty about what they thought they were supposed to say, instead of talking freely as with the other themes. This was especially evident with informant X and Z. When asked about how informant Y and her team reflect on the future she answered:

*“Years ago, I was an assistant coach in my son's football team, where many kids had behavioural issues. At that time, the coach was a leader at Statoil. The kids got to set the rules themselves for both workouts and within the team, then we followed up on their decisions. I have taken this with me to work when we started a new department. The employees chose how to interact and what guidelines to follow. I have done this before in other departments and have seen the positive effects. It gives them safety and higher initiative to be honest, if we as leaders follow it up. This can be self-development and participation. It provides us with insight to what they expect from us as leaders and help determine what we expect from each other and the team”*

Informant Z said there is little or no inclusion of staff when the organisation plans for the future. She also mentioned that there is a dedicated team in the organisation that works with planning for future opportunities and assumptions. This team creates a future-oriented plan which is implemented in the organisation as a whole. Members of staff cannot impact these choices to a large degree, but there is a possibility for them to send input to the headquarters.

According to Miller (2018) being futures literate is about being able to identify, design, target and deploy anticipatory assumptions. When asked about whether they ever reflect about future opportunities for the organisation, there was limited information to be collected. The informants struggled with being able to share thoughts, dreams and assumptions about the future. This indicates that there is little or no focus on including and encouraging staff to contribute when preparing for the future. They said that they can provide input, but it is not

requested or encouraged by decision makers. Therefore, the organisation comes off as not being FL in this sense. The organisation would benefit from sharing more information and encourage people to contribute by sharing their views. This will increase innovation and experimentation by diverse approaches to risk and uncertainty (UNESCO 2021). It is also beneficial in terms of change processes, since the ability to see risk and uncertainty with different perspectives increases change readiness.

When asked to reflect independently on anticipations of the future, the informants brought up different potential futures. Informant Z connected futures literacy to sustainable outcomes, by talking about the auto-store storage solution the organisation uses. She related this to being a responsible organisation, criticising how efficiency will lead to people losing their jobs. In addition, it was linked to her environmental concerns, saying that if we stay on this course, it will result in “*Armageddon*”. She said that the organisation has shifted focus, prioritising eco-friendly suppliers. Through conversation with suppliers, they are able to reduce the amount of plastic used in packing the products. She also stressed that now is the perfect opportunity to “*turn the ship and take action*”, changing how organisations work to benefit future generations.

#### 4.2.2 Reflections

Informant Z pointed out that the Covid-19 pandemic has provided a unique chance to reflect on experiences. Informant X agreed, even though she admitted that it is not being done in meetings. She stated that reflection on potential futures is valuable and emphasised that it is:

*“Important to acknowledge what works well and be open to new input”*

Informant X also connected FL to psychological safety by saying that she finds it important to help each other when failing and celebrate successes. This creates openness to share ideas and contributes to organisational growth.

Informant Y, on the other hand, had more concrete things to say about what is being done in terms of preparing and planning for the future. She explained that they prioritise sharing reflections in reoccurring virtual meetings for leaders. These meetings have been beneficial, as they create an arena where criticism is appreciated and knowledge about what works and not, is shared. Through this platform, the leaders get to know each other across locations, which has

led to them even meeting up in their spare time. These measures align with being futures literate. However, they do not provide much value to the organisation as only formal leaders are included (Miller 2018).

Informant Y stated that there has been a noticeable change from the board's side as well, as there has been a shift from cheering for numbers to highlighting effort. This has also increased the openness and room for opinions, which she said has contributed to a mindset within the organisation where they could have a “*Wall of Fail*”. This has led to more room to say that they messed up and to shift the focus to learning from mistakes. According to the informant, people who make mistakes are not judged, as they create a basis for knowledge creation personally and in the organisation.

In terms of potential futures, only informant Z contributed with practical examples. She talked about click-and-collect as being an important investment. Nevertheless, this was something she had heard informally, which supports the claim that all staff is not included in the processes. She did not only connect FL to sustainable development, but she also identified the connection to purpose, psychological safety and change. She believes the future will be bright for the organisation in relation to the discussed themes and that meetings focusing on communication, understanding and explaining will contribute in this sense.

To increase FL in the organisation, staff should be more included in the process. By including all levels, people are able to shape their own workplace. Through inclusion, the board will also ensure that the correct information is shared, uniting everyone towards a common goal. Working collectively creates a sense of belonging and ownership, ultimately increasing PAC (Dugan 2017; By 2021). Creating a common purpose and aligning all members of the organisation towards a common goal will also strengthen commitment (By 2021; Kempster et al. 2011). The organisation will also be better equipped to answer the question “*why*”, as there will be more emphasis on identifying underlying assumptions and different potential futures (Jackson & Parry 2018). Encouraging everyone to contribute and shape the future will also lead to higher psychological safety.

The organisation would benefit from including staff in preparing for the future. This should be done through simulations in departmental workshops, where everyone is encouraged to reflect upon and share their assumptions and imagined futures (Geert Hofstede Consortium 2017). In

these workshops, participants should brainstorm and create mind maps, to let creativity flow freely. If predicted and wanted futures differ and/or people have different views, discussion is needed to make people more open to different potential futures (Geert Hofstede Consortium 2017). Through these processes, there is a strong potential to learn from each other across positions. Informant Z came off as futures literate in the sense that she is open to different futures and stated that anything can happen. However, set processes should be incorporated throughout the organisation to include FL in leadership practice.

Furthermore, the organisation should use the past to predict the future (Miller 2018). This is done through sharing and analysing experiences together in teams, to identify elements which have determined or influenced the results. Informant Y acknowledged the value of reflecting upon experiences, and informant Z stated that:

*“We must learn as we go”*

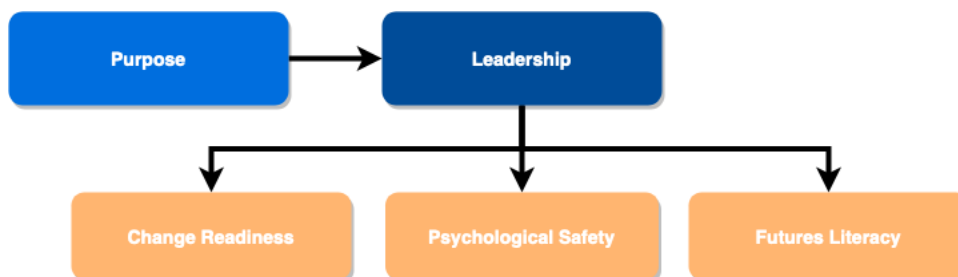
Similarly with preparatory, planning is, thereby, to some extent done in the organisation. There are official processes in place, nevertheless, only formal leaders are included. The organisation would benefit from having inclusive workshops focusing solemnly on experiences, as inclusion determines success (Miller 2018). Last, but not least, novel require further focus. Even though it is important to prepare and plan for the future, they should also be flexible and aware that the future is unpredictable and not causally connected to the present (Miller 2018). This will be difficult in the beginning but encouraging people to picture contrasting scenarios, will remove the constraints from their view of potential futures (Miller 2018). Through combining preparatory, planning and novel, the organisation will be more capable of expecting the unexpected, which increases change readiness.



## 5. Conclusion

The aim of this dissertation is to contribute to leadership theory by revealing “*Why and how to implement purpose-driven collective leadership*”. The research aims and objectives have been met through providing a critical literary review of relevant theory, addressing methodological choices and implications, and exploring leadership through linking literature review and primary findings. To answer the research question, leadership is viewed as a collective practice driven by purpose (West et al. 2014; Drath et al. 2008; Drath & Paulus 1994; Hiller et al. 2006; Jackson & Parry 2018; Raelin 2016; Alvehus 2021; By 2021). This practice consists of change readiness (Armenakis et al. 1993), psychological safety (Edmondson et al. 2004) and futures literacy (see Figure 2.9) (Miller 2018; UNESCO 2021).

**Figure 2.9: The Compressed Leadership Model**



To contribute to theory and explain why purpose-driven collective leadership should be implemented, leadership had to be defined through a critical review of literature. As leadership is viewed as a social construct of continuous sense-making, all members of staff should be included in the processes (Drath et al. 2008; Drath & Paulus 1994). It is a collective responsibility that has become increasingly important as it connects people through a common sense of purpose that strengthens commitment and motivation (By 2021; Maak & Pless 2006; Pless 2007). Hereby, leadership culture plays an essential role. To include everyone in leadership, there must be a higher degree of sharing information (Bernerth 2004; Smith 2005). Informing about what is going to happen, how and why is important to motivate everyone to work towards a common goal (Bernerth 2004; Smith 2005). This is done to some extent by the formal leader. However, it should be done more frequently and to a larger degree across the organisation.

Leadership is explored through linking literature review and primary findings, to answer how to implement purpose-driven collective leadership. First and foremost, it is important to have a purpose as it guides the collective towards a common goal (Drath et al. 2008; Collins & Porras 2005; Damon et al. 2003; Kempster et al. 2011). The organisation works for the common good through charitable donations and environmental-friendly solutions. This shows that they work on producing sustainable outcomes, which is tightly connected to delivering PAC (By 2021; Collins & Porras; Damon et al. 2003). Although the organisation contributes to the common good, all informants hesitated and provided different answers when asked about the organisation's purpose. This indicates that the organisation needs to identify a purpose, which requires finding communality that encourages working together (Dugan 2017). Informant Z mentioned that the top-leader wants to run a responsible business, however, she did not connect these goals to the organisation's purpose. This insinuates that she does not take ownership in it, which makes it a lost opportunity. The way that goals are communicated, and her view of “*us*” and “*them*” in leadership, might be the cause of these inconsistencies.

Another important aspect to address in terms of inclusion is change readiness (Armenakis et al. 1993; Oreg et al. 2011). To create acceptance and readiness for change, the entire organisation must be ready, excited and work towards a common purpose (Block 2003; Smith 2005; Kempster & Jackson 2021; Kempster et al. 2011; By 2021). Therefore, communicating the process in a positive message early on, explaining what, why, where and how is essential (Smith 2005; Kempster & Jackson 2021). Being prepared makes people more positive towards change through increased alignment and commitment (Smith 2005; Kempster & Jackson 2021). To make people more prepared, the organisation already has weekly workshops in place where people are expected to contribute, and morning meetings where tasks are delegated. This should be continued, as being heard and included creates embracement. As a result of increased inclusion, the formal leader has also seen that they have built stronger relationships. This should be continued when the rest of the staff returns. To avoid a “*us*” and “*them*”-situation, the ones that have been at work should be spread across teams and departments. This would also make them able to role model the new practice and help the others adapt (Aitken & Higgs 2010). In addition, it avoids the common knowledge effect that would appear if they were put in the same team (Joseph 2016; Myers 2018). Moreover, the organisation should embrace failure further, through implementing sessions where experiences are reflected upon (Smith 2016).

For teams to communicate well and reflect as a collective, purpose must be embedded in a culture based on trust and mutual respect, which is highly linked to psychological safety (Hackman 1990). Psychological safety is already introduced in the organisation, and all informants stated that they dare to speak up. Nevertheless, in the beginning, informant Z did not understand why this was supposed to be implemented and stated that she felt stupid as she failed to see the relevance. Therefore, they would have benefited from sharing more information initially and relating it clearly to the organisation (Smith 2005). However, overall, the implementation has proven very successful.

To increase psychological safety even further, people must reflect on how they communicate (Edmondson & Besieux 2021; Hackman 1990). The leadership culture should encourage challenging opinions, and processing should be done regularly to acknowledge the benefits and values of listening (Edmondson & Besieux 2021). Another way to strengthen safety is to introduce the devil's advocate in meetings and workshops (Joseph 2016). It will contribute to increased contribution from others, as sharing gets easier. Even though there is a lot of positivity in terms of safety, it could be improved as one of the informants seemed reluctant towards people who are not ready for change (Edmondson & Besieux 2021). To be more understanding of different opinions they need to emphasise why they do things and be willing to understand (Edmondson & Besieux 2021). This will change the leadership culture, making it more open and inclusive.

In terms of FL, the informants seemed to seek for the "*right*" answer rather than speaking freely like they did in the rest of the interview. They struggled to share thoughts and opinions about the future. Therefore, they would benefit from set processes for sharing experiences and views (Miller 2018; Geert Hofstede Consortium 2017). In the organisation, they have a dedicated team that works solemnly with planning for the future. There is little inclusion of staff, and they are not encouraged to share assumptions. This is a missed opportunity for the organisation, as informant Z came off as very invested. She came off as very futures literate in the sense that she acknowledged that we cannot predict what will happen, and that we must continuously adapt.

Having FL workshops will help change processes go smoother (Oliver Parent 2019; Miller 2018; Geert Hofstede Consortium 2017). First, they should have a session where they explain

why, how and what is done in the process. Thereafter, another session where assumptions are identified should be conducted, as it reveals beliefs and opens up for sharing thoughts of the future (Miller 2018; Geert Hofstede Consortium 2017). Then, these assumptions should be challenged, leading to adjustments in predicted potential futures (Miller 2018; Geert Hofstede Consortium 2017). When the predicted futures have been revised, there should be new sessions for preparing through looking at simulations and creating mind maps through brainstorming. After that, planning is done, using experiences to predict potential futures, before acknowledging that there is no causal relationship between the past, present and future (Miller 2018). This process is difficult initially, but through picturing contrasting scenarios, it will remove the constraints from their view of potential futures (Miller 2018). Planning is the only part that is done in the organisation, and it only includes formal leaders, which signifies a big potential if included throughout the organisation.

Through implementing FL, resilience is increased, as people are more capable of adapting to uncertainty and risk (UNESCO 2021). It will also escalate learning-based value creation through practicing decision-making and adapting to different potential futures (Oliver Parent 2019). Informant Z connected FL to psychological safety, as openness increases safety. Including everyone would also create alignment and commitment in the organisation as they would work towards a common purpose (Maak & Pless 2006; Pless 2007; By 2021).

## 6. Recommendations

Based on the findings in this dissertation, recommendations are suggested. Table 6.1 illustrates suggested future research for students. Table 6.2 presents recommendations of value for leadership practitioners

Recommendations for students		Where?
1.	Conduct multiple case studies to research this view of leadership more in depth in other organisations to check for similarities and differences in results	Chapter 3.9: Reflection on Challenges
2.	Conduct a study based on futures literacy alone, to go further in depth on the practise and how it can improve leadership practice	See chapter 4.4: Futures Literacy
3.	Have an explorative study to identify what leadership practices people find important in their organisations	See chapter 3.9: Reflection on Challenges
4.	Further research on leadership as a purpose driven but with other practices mentioned in collective leadership	see Figure: Collective leadership practices
5.	Research how individual leadership practices influence leadership as a collective process	see Figure: Individual Leadership Practices
6.	Do further research on the use of Edmondson and Besieux's (2021) model for productive conversations	See chapter 2.5: Psychological Safety and Figure X: Productive Conversations

Table 6.1: Recommendation for Students

Recommendations for Practitioners		Where?
1.	Have a clearly identified and communicated purpose	See chapter 2.3: Leadership Ontology and 4.1: Purpose and Meaning-Making
2.	Ensure involvement for all staff in change processes <ul style="list-style-type: none"> <li>- Communicate process clearly</li> <li>- Deal with challenges momentarily</li> </ul>	See chapter 2.5.1: Change Readiness and 4.2: Change Readiness
3.	Increase sharing of opinions <ul style="list-style-type: none"> <li>- Devil's advocate</li> </ul>	See chapter 2.5.2: Psychological Safety and chapter 4.3.1: Implementation
4.	Utilise Edmondson and Besieux's (2021) model to increase contribution	See chapter 2.5.2: Psychological Safety, Figure X: Productive Conversations, chapter 4.2.2: Collective leadership and chapter 4.3: Psychological Safety
5.	Embrace failure <ul style="list-style-type: none"> <li>- Reflective sessions</li> </ul>	See chapter 2.5.1: Change Readiness and chapter 4.3: Psychological Safety,
6.	Spread highly skilled people across teams/departments to transfer knowledge <ul style="list-style-type: none"> <li>- Role-modelling</li> </ul>	See chapter 2.3.5: Leadership Culture and chapter 4.3: Psychological Safety
7.	Encourage people to participate in planning for the future and picturing potential futures through set processes <ul style="list-style-type: none"> <li>- Inclusive workshops where experiences are shared and analysed to see how they contribute to preparing for the future</li> <li>- Be flexible to accommodate an unpredictable future</li> </ul>	See chapter 2.6: Futures Literacy, Figure X: Futures Literacy Framework and chapter 4.4: Futures Literacy

Table 6.2: Recommendations for Practitioners

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## 8. Appendices

### 8.1 Appendix A: NSD Application Attachment

#### **Vil du delta i forskningsprosjektet *Towards Purpose-Driven Collective Leadership*?**

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut hvorfor og hvordan formålsorientert ledelse bør implementeres i en organisasjon. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

##### **Formål**

Formålet med studien er å finne ut hvordan ledelse i organisasjoner fungerer i dag, og hvordan det å implementere ledelse som en kollektiv aktivitet basert på formål, kan bidra til bedre resultater. Vi ønsker å presentere et mer fremtidsrettet syn som ser bort fra den gamle måten å tenke på, hvor den formelle lederen blir sett på som den eneste som utøver ledelse. Vi ønsker å rette fokuset til ledelse som noe man gjør. Dette betyr at både de formelle lederne og andre i organisasjonen kan utøve ledelse i praksis. Derfor mener vi at de som ikke er formelle ledere burde inkluderes på lik linje når vi ser på ledelse som en kollektiv prosess. Vi ønsker å se nærmere på hvordan intervjuobjektene jobber og hvordan organisasjonen legger til rette for innspill, både innenfra og fra ytre påvirkninger, for å kunne si noe om endringsvillighet. Til slutt vil vi også se nærmere på hvordan dette relateres til mål som er større enn organisasjonen selv, som for eksempel FNs bærekrafts mål, og hvordan intervjuobjektene personlige meninger er på linje med disse.

Studien er en del av en masteroppgave innen ledelse og organisatorisk endring hos Handelshøyskolen ved Universitet i Stavanger. I denne forbindelse ønsker vi å utføre intervjuer, for å få økt innsikt i vår problemstilling: Hvordan og hvorfor implementere formåls-drevet kollektiv ledelse.

##### **Hvem er ansvarlig for forskningsprosjektet?**

*Marthe Fjelland og Lena Sandvand Vetrhus, masterstudenter ved HH,UiS, er ansvarlig for prosjektet, sammen med veileder Rune Todnem By, professor i organisasjon og ledelse.*

##### **Hvorfor får du spørsmål om å delta?**

For å besvare forskningsspørsmålet i denne studien, ønsker vi å komme i kontakt med mennesker som vi mener at kan bidra med relevant informasjon. Vi ønsker derfor å høre fra mennesker som ikke nødvendigvis er formelle ledere i organisasjonen for å få innsikt i hvordan de i praksis gjerne aktivt utfører ledelse likevel. Derfor ønsker vi å intervju tre mennesker, gjerne i forskjellige stillinger, avdelinger, aldre og kjønn, innad i deres organisasjon. Det er ønskelig at de jobber i team, men ikke nødvendig at de bare jobber teambasert.

##### **Hva innebærer det for deg å delta?**

Hvis dere velger å delta i prosjektet, innebærer å bidra med tre ansatte som kan delta i et intervju hver. Dette vil vare i underkant av en time, og inneholde spørsmål rundt hvordan en jobber innad i organisasjonen, setter mål og forholder seg til endring. Notater vil bli tatt, og dersom dette tillates, vil intervjuene bli tatt opp, før lydopptakene blir transkribert. I etterkant av intervjuet vil transkriptet bli sendt til intervjuobjektet slik at en får mulig til å komme med tilbakemelding på eventuelle opplysninger som kan ha blitt misforstått, eller dersom en ønsker at noe skal bli utelatt fra oppgaven.

### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Det er frivillig å delta i dette prosjektet og det vil ikke påvirke forholdet mellom arbeidsgiver og arbeidstaker da vi er opptatt av å holde dette anonymt. Vi vil ikke fortelle hvem som har sagt hva og vil unnlate å skrive ned navn på intervjuobjektene slik at dette ikke kan spores tilbake til enkeltpersoner.

### **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Informasjon innhentet i forbindelse med intervju vil være tilgjengelig oss studenter som skriver oppgaven, i tillegg til vår veileder. Lydopptak og transkript vil bli lagret på passord-beskyttet PC. Lydopptakene vil bli slettet så snart de er transkribert for å sikre at ingen uvedkommende får tilgang til opplysningene. Personopplysninger vil ikke bli skrevet ned, men intervjuobjektene vil heller identifiseres med koder for å holde informasjonen anonym.

### **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 15.06.2021. All lagret informasjon vil bli slettet senest denne datoen og ikke brukt til andre formål enn nettopp denne studien. Så fort intervjuene er transkribert vil opptakene slettes fra enhetene som blir brukt i prosjektet.

### **Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- - innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- - å få rettet personopplysninger om deg,
- - å få slettet personopplysninger om deg, og
- - å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

## Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Handelshøyskolen ved Universitetet i Stavanger har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

## Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

• *Handelshøyskolen, UiS* ved

o *Rune Todnem by*: [rune.t.by@uis.no](mailto:rune.t.by@uis.no)

o *Marthe Fjelland*: [m.fjelland@stud.uis.no](mailto:m.fjelland@stud.uis.no)

o *Lena Sandvand Vetrhus*: [ls.vetrhus@stud.uis.no](mailto:ls.vetrhus@stud.uis.no)

• Vårt personvernombud: Åse Lea. Kontakt: [Ase.lea@uis.no](mailto:Ase.lea@uis.no)

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

• NSD – Norsk senter for forskningsdata AS på epost ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) eller på

telefon: 55 58 21 17. Med vennlig hilsen

Rune Todnem By (Forsker/veileder) Lena Sandvand Vetrhus & Marthe Fjelland

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## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet Towards Purpose-Driven Collective Leadership, og har fått anledning til å stille spørsmål. Jeg samtykker til:

.. Å delta i intervju

.. At intervjuet blir tatt opp og transkribert

.. At min arbeidsgiver kan dele min mailadresse til prosjektet

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

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(Signert av prosjektdeltaker, dato)

## 8.2 Appendix B: Definitions

### Formål

I vårt syn på ledelse jobber en for å maksimere det beste for fellesskapet, og for å oppnå det beste mulige resultatet for det største antallet interessenter. Vi definerer formål som organisasjonens grunnleggende grunn for eksistens utover bare å tjene penger - en evig ledestjerne i horisonten, som ikke må forveksles med spesifikke mål eller forretningsstrategier.

### Ledelseskultur

Vår definisjon av ledelse er delt meningskaping; en kontinuerlig prosess der folk blir enige om hvordan man kan forstå et fenomen og sette en verdi på det. Å oppnå et felles formål i et team eller organisasjon, er avhengig av å ha en ledelseskultur som legger til rette for endring. Både formelle og uformelle ledere samarbeider og former lederkulturen, som består av organisasjonens primære formål, kritisk adferd og viktige individuelle verdier. Disse elementene anerkjennes av de som leder som sanne, nyttige og effektive for ens unike organisasjonskultur, og er til stede i hverdagslige samtaler og handlinger. Vi mener ledelsesatferd som er basert på personlige verdier øker sannsynligheten for å skape en kultur som best passer organisasjonens formål.

### Å være klar for organisatoriske endringer

For å kunne se på innføring av formåls-basert, kollektiv ledelse, og legge til rette for endringer må hele organisasjonen være klar til å ta inn over seg hva som skal skje framover og hvorfor. Vi ser på det å være klar for endring som en sammenheng med holdninger, intensjoner og meninger som bidrar til at implementeringen skjer så smidig som mulig. Vi mener at det er viktig at alle er klar over hvorfor endringene må skje og hvilken rolle selv de har i utførelsen. Mange vil være imot endringer som påvirker dem og deres arbeidshverdag, så både personlig- og organisatorisk klarhet mener vi er viktig å ha på plass. Derfor bør organisasjonen som helhet være involvert og delta aktivt i implementeringen

### Psykologisk trygghet

Vi mener at for at team og avdelinger skal samarbeide bra og fungere som en enhet, så må de ha ett og samme formål. Dette må være en del av ledelseskulturen, hvor gjensidig respekt og troverdighet spiller en stor rolle. Å arbeide i grupper er viktig både for å nå organisasjonens mål, men også for personlig utvikling, motivasjon og selvtillit. Disse faktorene mener vi at er svært viktig å dyrke i et arbeidsmiljø ettersom det øker psykologisk trygghet. Vi definerer psykologisk trygghet som oppfatninger av konsekvenser av mellommenneskelig risiko man tar på arbeidsplassen. Vi mener at det handler om hvordan man tror at andre vil reagere om en velger å stikke seg ut ved å stille spørsmål, be om tilbakemeldinger, gi tilbakemeldinger eller dele nye ideer.

## **Futures literacy**

Futures literacy handler om at en bruker framtiden til å forbedre nåtiden. Hvordan en håper fremtiden skal se ut, og hvordan en tror den ser ut kan ofte være to forskjellige ting. Vi må se på de på underliggende antakelser for hvordan fremtiden blir. Dersom man reflekterer over antakelser, vil våre tanker om fremtiden endre seg. Det handler om å kjenne sin egen og organisasjonens rolle i framtiden når en forbereder seg for interne og eksterne endringer. For å bli mer futures literate, må man stille spørsmål ved meninger og rammer satt i organisasjonen, for å kunne se nye løsninger. Man bruker fantasi og antagelser man har om fremtiden for å forberede seg for hvordan en håper og tror at ting vil utvikle seg i framtiden. Fokuset her er derfor på å lære av erfaringer, og ikke la seg stoppe av begrensninger når en ser for seg mulige fremtidige scenarier.

## 8.3 Appendix C: Interview Guide

Først og fremst velkommen og tusen takk for at du stiller opp til intervju i anledning vår masteroppgave med forskningsspørsmål: How and why to implement purpose-driven collective leadership. Vi lurer på om det er greit for deg at vi tar opp intervjuet? Det er bare for å sikre at det blir transkribert skikkelig, og det vil bli slettet så fort det er transkribert.

**Formålet** med oppgaven er å finne ut hvorfor og hvordan formålsoverordnet ledelse bør implementeres i en organisasjon, og hvordan det kan bidra til bedre resultater.

Vi vil **rette fokuset** mot ledelse som handlinger alle kan gjøre. I tillegg ser vi nærmere på hvordan organisasjonen legger til rette for innspill, for å kunne si noe om endringsvillighet.

Det er **frivillig å delta** i prosjektet. Du når som helst trekke samtykket tilbake uten å oppgi hvorfor. Alle dine personopplysninger vil da bli slettet, og det vil ikke ha noen negative konsekvenser for deg. Vi **vil ikke fortelle hvem** som har sagt hva og vil derfor unnlate å skrive ned navn i oppgaven slik at dette ikke kan spores tilbake til deg. Det eneste vi lurer på er om vi kan få din mailadresse for å sende deg transkriptet i etterkant slik at du kan godkjenne det? Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Informasjon innhentet i forbindelse med intervju vil være tilgjengelig oss studenter som skriver oppgaven, i tillegg til vår veileder. Veilederen vil likevel ikke ha tilgang på verken ditt navn eller epost.

Lyddopptakene vil bli slettet så snart de er ferdig transkribert for å sikre at ingen andre får tilgang til opplysningene. All lagret informasjon vil bli slettet senest 15.06 og ikke brukt til andre formål enn nettopp denne studien.

Vi går gjennom 4 hovedtemaer; formål, endringsberedskap, psykologisk trygghet og futures literacy. Og hvis noe er uklart eller du har noen spørsmål underveis er det bare til å spør.

### **Formål/Purpose**

Vi definerer formål som organisasjonens grunn for å eksistere utover bare å tjene penger, som ikke må forveksles med spesifikke mål eller forretningsstrategier som mission/vision.

#### Hovedspørsmål:

Hvilket formål har organisasjonen? Teamet?

- Kan dette linkes til ditt eget? Hvordan?

#### Underspørsmål:

På hvilken måte er de like/ulike?

Prøver organisasjonen å bidra til noe i samfunnet?

### **Endringsberedskap/Change readiness**

Vi ser på det å være klar for endring som en sammenheng med holdninger, intensjoner og meninger som bidrar til at implementeringen skjer så smidig som mulig.

#### Hovedspørsmål:

Hva ser du på som hovedutfordringene ved endring?

Underspørsmål:

Dersom du ser tilbake på en endring ledelsen gjorde som de mente var nødvendig, men du var skeptisk til ettersom den påvirket din arbeidsdag.

- Kan du forklare situasjonen og hvordan du reagerte på dette?
- Eventuelt, om du var glad for at denne endringen ble gjennomført, kan du forklare hvorfor og hvordan det utspilte seg?
- Har du tiltro til at endringer som gjennomføres er nødvendige? Blir omfanget for enkeltpersoner og organisasjonen som helhet tydelig forklart?

**Psykologisk trygghet**

Vi mener at for at team og avdelinger skal samarbeide bra og fungere som en enhet, så må de ha ett og samme formål og være forberedt på endringer. Her mener vi at psykologisk trygghet spiller en stor rolle. Vi mener at det handler om hvordan man tror at andre vil reagere om en velger å stikke seg ut ved å stille spørsmål, be om tilbakemeldinger, gi tilbakemeldinger eller dele nye ideer.

Hovedspørsmål:

Mener du at psykologisk trygghet er viktig, og i så fall hvorfor?

- Hvordan skal psykologisk trygghet sikres?

Underspørsmål:

Se for deg at du har en annerledes mening enn andre, eller en ny idé/nytt innspill til hvordan noe kan gjøres på jobben.

- Hvordan tror du det vil bli mottatt av sjefen/teamet om du sier din mening?
- Se for deg at du opplever noe på jobben som uoverkommelig/urettferdig/dårlig oppførsel i følge deg, tør du gi beskjed til den det gjelder/sjefen din? Hvordan tror du dette hadde blitt mottatt?
- Er du åpen for slike innspill? Hvordan reagerer du dersom du står i denne situasjonen?

**Futures literacy**

Futures literacy handler om at en bruker framtiden til å forbedre nåtiden. Det handler om å bruke erfaringer fra fortiden og ønsker for framtiden for å endre handlingsmønster i dag. For å bli mer futures literate, må man derfor stille spørsmål ved meninger og rammer satt i organisasjonen, for å kunne se nye løsninger og måter å gjøre ting på. Fokuset her er derfor på å lære av erfaringer, og ikke la seg stoppe av begrensninger når en ser for seg mulige fremtidige scenarier.

Hovedspørsmål:

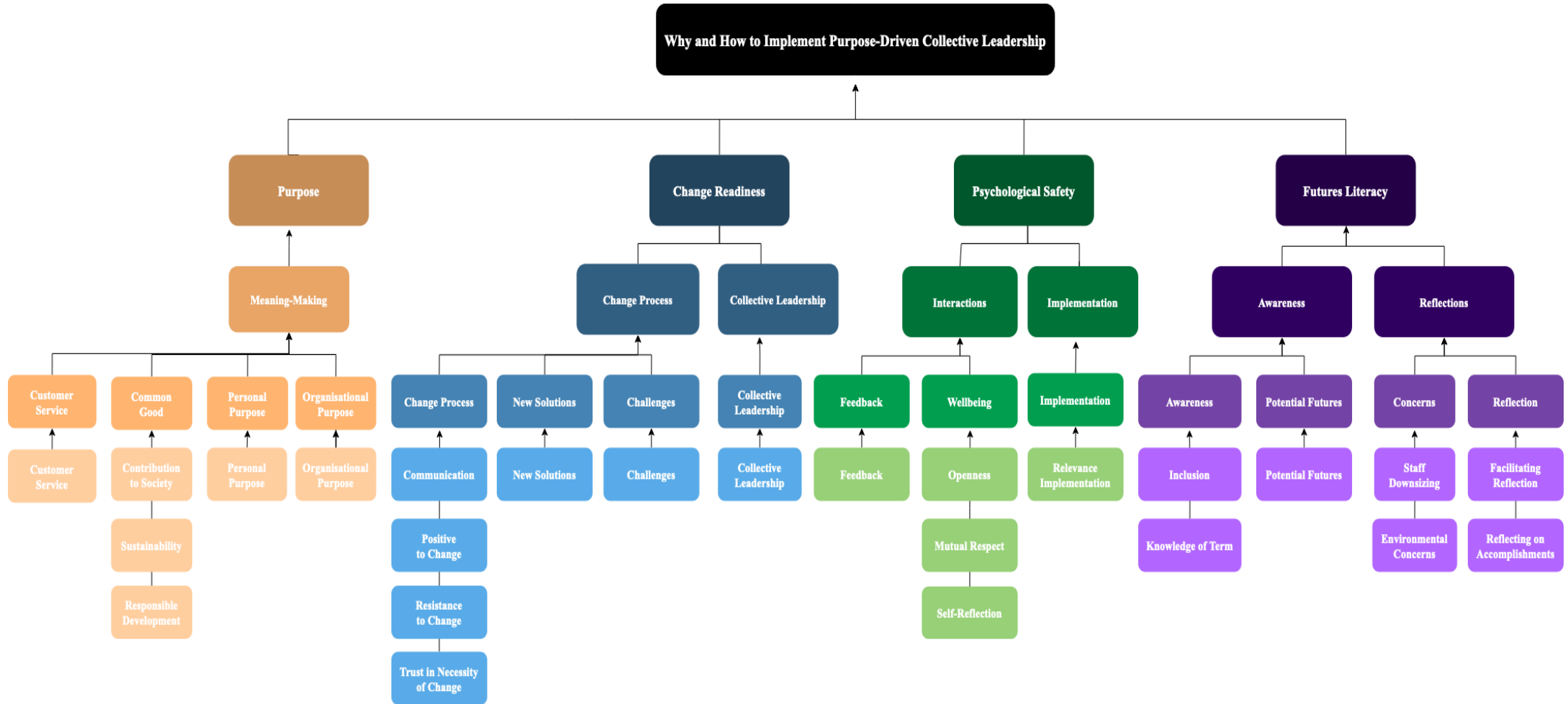
Reflekterer dere noen gang over ulike fremtids scenarier for bedriften. i så fall, på hvilken måte bidrar du og organisasjonen til å forme disse?

Underspørsmål:

- Setter dere av tid til å reflektere over erfaringer som har blitt gjort tidligere slik at dere kan bruke denne kunnskapen senere?
- Kan du forklare hvordan feiling og suksess blir mottatt i organisasjonen og teamet/avdelingen?



## 8.4 Appendix D: Data Categories



## 8.5 Appendix E: Categorized Primary Data

<u>Meaning-Making</u>	
<b>Knowledge of Term</b>	<ul style="list-style-type: none"> <li>• Synes det er vanskelig å svare på hva formålet til bedriften er</li> <li>• Veldig usikker i svarene, mye jeg vet ikke osv</li> <li>• Ingen anelse om hvor overskuddet går, mye fram og tilbake</li> <li>• Litt usikker på purpose, sendte spørsmålet videre</li> </ul>
<b>Fit to Personal Purpose</b>	<ul style="list-style-type: none"> <li>• Usikker på eget formål</li> <li>• Har alltid hatt fadderbarn, vil være et godt eksempel for egne barn. Er takknemlig for hvor godt vi har det.</li> <li>• Kjøper Asfalt for å bidra til at de får et bedre liv, gir også litt ekstra penger</li> <li>• Jeg vil jo yte god service og glede, mer enn hva kunden forventer</li> <li>• Redusere avfallsmengde + sortering på jobb og privat - miljøbevisst</li> </ul>
<b>Contribution to Society</b>	<ul style="list-style-type: none"> <li>• Modest når det kommer til egne bidrag til samfunnet</li> <li>• Har internt salg av produkter hvor overskuddet går til selvvalgt veldedig organisasjon</li> <li>• Ingen eksempler på organisasjonens bidrag til samfunnet</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• Emballasjeproduksjon - gir beskjed til leverandører om det er for mye plast</li> <li>• Miljøbevisst</li> <li>• Vi gir tilbake til miljøet. Pengene går til å lage mer miljøvennlige produkter og løsninger. miljøfyrtårn</li> <li>• Snakker hele tiden om bærekraft, Norgesproduserte poser på en miljøbasert måte</li> <li>• Reduksjon av plastartikler, sier også ifra til leverandører om dette</li> <li>• Finne gjenvinnbare løsninger</li> <li>• El-transport</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• Vi vil jo skape glede og god service</li> </ul>
<b>Responsible Organisation</b>	<ul style="list-style-type: none"> <li>• Sier at øverste sjef er opptatt av at de skal være en ansvarlig bedrift</li> <li>• Sier vi må drive ansvarlig, slik det blir en ansvarlig bedrift utad</li> <li>• Skal ta godt vare på ansatte og kunden.</li> <li>• Drive lovlydig, sier sjef</li> </ul>
<u>Change Process</u>	
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Er spent på hvordan det vil gå når de andre kommer tilbake, mtp endringer, tror det blir vanskeligere for dem</li> <li>• Ble kastet inn i det, visste ingenting <ul style="list-style-type: none"> <li>○ prøve og feile for å finne ut hva som fungerer</li> </ul> </li> <li>• Kun 10% av ansatte som er på jobb pga covid-19.</li> <li>• Har ikke opplevd utfordringer verken personlig eller i teamet</li> <li>• Hovedutfordring: noen ønsker å bli fortalt hva de skal gjøre, liker ikke å tenke selv</li> <li>• Spent på når de andre kommer tilbake, ettersom mye nå er forandret <ul style="list-style-type: none"> <li>○ Har dannet seg noen uformelle ledere som muligens vil tviholde på det gamle</li> <li>○ Enkelte har følt seg "viktigere" enn andre, nå har alle samme betydning</li> <li>○ Enkelte har vært dårlige til å dele oppgaver</li> </ul> </li> <li>• Er likevel redd for å utstråle at hun er stresset overfor de ansatte dersom det kommer mange meninger om hvordan vi skal gjøre ting</li> </ul>

	<ul style="list-style-type: none"> <li>• Vanskelig å jobbe med utvikling med bare 10% på jobb</li> </ul>
<b>New Solutions</b>	<ul style="list-style-type: none"> <li>• Organisasjonen er bra på endring, har laget løsninger for å fortsatt være relevante i pandemien <ul style="list-style-type: none"> <li>○ Tidsbesparing</li> <li>○ Elektroniske løsninger - self checkout, klikk og hent</li> </ul> </li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Blir skrevet om hvordan vi jobber i workplace, slik at de hjemme får informasjon</li> <li>• God kommunikasjon i forhold til endringer. Både muntlig personlig og mail osv</li> <li>• Scorer høyt på kommunikasjon, inkluderer andre etter ledermøter og kurs <ul style="list-style-type: none"> <li>○ Lærer vel så mye av ansatte</li> </ul> </li> </ul>
<b>Positive to Change</b>	<ul style="list-style-type: none"> <li>• Bra med endring, det er fremtiden både i forhold til miljø og i samfunnet</li> <li>• Mener at vi må være fleksible og følge med på endringer</li> <li>• Skryter av egen organisasjon</li> <li>• De fleste på jobb er med på endringene.</li> <li>• Opptatt av videreutvikling <ul style="list-style-type: none"> <li>○ henger seg på selv om hun er skeptisk, dette skal jeg klare</li> </ul> </li> <li>• Må være klar for endringer og nye måter å jobbe på</li> <li>• Positivt med endringer</li> <li>• Ikke vært skeptisk til endringer</li> <li>• Åpen for nye ideer, det er viktig for å se ting på forskjellige måter</li> <li>• Prøve før man blir negativ</li> <li>• Folk på jobb reagerer positivt til endringer</li> <li>• Tro mot endring</li> <li>• Enorm utvikling og mestringsfølelse når vi legger til rette for at de lærer selv <ul style="list-style-type: none"> <li>○ Dette grunnet den økte variasjonen i arbeidsoppgaver nå som de er redusert antall på jobb</li> <li>○ Flere får nå lede og bidra mer</li> </ul> </li> <li>• Positiv til veien videre. Handler om å snakke sammen og bygge relasjoner, noe de har blitt bedre på nå. <ul style="list-style-type: none"> <li>○ Lettere å gi beskjed om de er uenige. Legger til rette for tilbakemeldinger i faste fora hver uke i workshops hvor alle skal bidra</li> <li>○ Innsjekk hver morgen for å fordele oppgaver</li> <li>○ Dette fungerer bra og de vil fortsette videre når de andre kommer tilbake</li> </ul> </li> </ul>
<b>Resistance to Change</b>	<ul style="list-style-type: none"> <li>• Ikke alle er glade for forandring, det misliker hun - det er hovedutfordringen <ul style="list-style-type: none"> <li>○ Noen sier at de vil ha det slik det alltid har vært, uenig</li> <li>○ En plass må vi begynne, vi må gjøre noe</li> </ul> </li> <li>• Tror motstand mot endring bunner i redsel for at det skal være vanskelig</li> <li>• Har tidligere vært skeptisk til endring <ul style="list-style-type: none"> <li>○ er vi ikke alltid det?</li> </ul> </li> <li>• Gruet seg til å starte når hun så dette, selv om hun gledet seg til å jobbe</li> <li>• Til å begynne med var det enkelte som skulle ønske at det var som før, men har snudd etter hvert. Har vært noen samtaler underveis</li> <li>• Skeptisk til endringer av og til, følte alle ledere skulle bli kloner <ul style="list-style-type: none"> <li>○ Ga beskjed</li> <li>○ Pinnsvin-konsept: være tro mot det vi gjør og visjonen vår</li> <li>○ Bør heie på forskjellige måter å gjøre ting på</li> </ul> </li> <li>• Litt skeptisk til noen fremgangsmåter fra ledelsen, hvor hun føler at det ikke treffer hennes ansatte like godt <ul style="list-style-type: none"> <li>○ Gir beskjed om dette</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Føler noen ganger det viktigste for hennes ledere er å vise fram resultatene (tall), i stedet for hva de gjør</li> </ul>
<b>Trust in Necessity of Change</b>	<ul style="list-style-type: none"> <li>● Klar over at hun har full oversikt <ul style="list-style-type: none"> <li>○ Stoler på ledelsen og at de gjør det som er best for organisasjonen.</li> </ul> </li> <li>● Ser på hennes nivå og ledelsen som oss og de - hun er bare med “on the ride”</li> <li>● Har tiltro til at endringer er nødvendige</li> <li>● Blir både spurt og hørt av ledelsen <ul style="list-style-type: none"> <li>○ forklarer dersom noe er uklart - de er flinke og tidlig ute til å begynne</li> </ul> </li> <li>● Er ikke alltid enig i alt, men stoler på at det er nødvendig</li> <li>● Ble skremt av alle de nye arbeidsoppgavene, men hadde i bakhodet at hun hadde lyst til å være med på endringene</li> <li>● Har tiltro til at endringer er nødvendige - tenker det er til det bedre</li> <li>● Viktig å være stø i kursen, ikke hør på noen andre - sier direktøren. Har troen på hennes måte å gjøre ting på</li> <li>● Tro mot endring</li> </ul>
<b><u>Collective Leadership</u></b>	
<b>Collective Leadership</b>	<ul style="list-style-type: none"> <li>● Har medarbeiderorientert ledelse, leder gjennom mennesker ikke tall <ul style="list-style-type: none"> <li>○ Har de det godt, kommer tallene av seg selv</li> <li>○ Synes dette var en bra og nødvendig endring, har ført til høyere trivsel</li> </ul> </li> </ul>
<b><u>Implementation</u></b>	
<b>Implementation</b>	<ul style="list-style-type: none"> <li>● Snevert syn på psykologisk trygghet - skuespill</li> <li>● Begynte med øyhopping og skuespill - var veldig negativ</li> <li>● Og det var en av de tingene som jeg synes var helt koko, var veldig imot, og blir litt sånn 5 år og drittunge: nei det gidder jeg ikke.</li> <li>● Lært fra podcast om temaet <ul style="list-style-type: none"> <li>○ Var negativ i starten, synes det var teit. Trodde ikke det var relevant før det kom intervjuer som gjorde det relevant.</li> <li>○ Hadde hørt fra folk som jobber i barnehage at de drev med slikt, men aldri fra folk i større konsern, derfor ekstra skeptisk og følte seg dum</li> <li>○ Syns det burde vært et krav på alle arbeidsplasser</li> </ul> </li> <li>● Samtaler brukes for å sikre psychological safety</li> <li>● Viktig at ledelsen implementerer dette selv om det kan være vanskelig å forstå viktigheten av det til å begynne med</li> <li>● Virker som at hun ikke kan påvirke, sier at det er fastsatt av ledelsen og derfor må det gjennomføres.</li> <li>● For å sikre psykologisk trygghet: Det tror det har mye med at man samtale om sånne ting i forkant og.</li> <li>● Psykologisk trygghet mener jeg at er noe av det viktigste vi kan ha. Og jeg har lagt til rette for at mine ansatte skal få høre om psykologisk trygghet i arbeidstiden (i en podcast).</li> <li>● Sikre psykologisk trygghet: Det er jo åpenhet, altså å være åpne.</li> </ul>
<b>Relevance</b>	<ul style="list-style-type: none"> <li>● Hadde aldri hørt om psychological safety før hun kom tilbake på jobb etter å ha vært hjemme i 3 mnd pga corona <ul style="list-style-type: none"> <li>○ Gått fra å være motstander til å omfavne</li> <li>○ Mente først at skuespill var irrelevant i forhold til hennes jobb som selger, men prøvde å være litt mer open-minded og sier nå at det ble veldig bra</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Ser viktigheten av å bli kjent, ha god kommunikasjon, spesielt mtp forskjellige kulturer og ståsted</li> <li>• Dette fordi det å være bevisst på hvor viktig det er å føle seg psykologisk trygg både på jobb og privat er så sinnsykt viktig for å ha det bra og for at kollegaer rundt skal ha det bra.</li> </ul>
<b><u>Interactions</u></b>	
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Tørre å si i fra hva en mener, men på en fin måte</li> <li>• Stiller spørsmål dersom hun er uenig i noe ledelsen gjør <ul style="list-style-type: none"> <li>○ Hennes sjef blir fremstilt som en som prøver å sette seg i hennes sko og forklarer hvorfor ting gjøres slik</li> </ul> </li> <li>• Så der må man jo høre på både negative og positive tilbakemeldinger.</li> <li>• Har ingen problemer med å komme med tilbakemeldinger.</li> <li>• Være bevisst på hvordan en formulerer seg</li> <li>• Rom for å gi tilbakemeldinger til ledelsen</li> </ul>
<b>Openness</b>	<ul style="list-style-type: none"> <li>• Sier det er masse psykologisk trygghet</li> <li>• Viktig å tenke over måten en snakker til andre på og være åpen <ul style="list-style-type: none"> <li>○ Tørre å si i fra hva en mener, men på en fin måte</li> </ul> </li> <li>• Det er lov til å si at du ikke er enig</li> <li>• Nettopp hvis man ønsker å komme med nye ideer, ser nye, altså ser ting, hvordan ting gjerne kan, ville gjort annerledes, for å bli bedre. <ul style="list-style-type: none"> <li>○ Tørre å lufte tanker og ideer er viktig.</li> </ul> </li> <li>• Det viktigste er at jeg tørr å si hvis jeg har en mening. Det betyr ikke at min mening er det rette.</li> <li>• Dersom hun har en annen mening enn andre, blir den godt tatt imot. God takhøyde</li> <li>• Kan ikke være enig i al</li> </ul>
<b>Mutual Respect</b>	<ul style="list-style-type: none"> <li>• Streng/hard mot de som gjerne ikke ser viktigheten av dette</li> <li>• Viktig å tenke over måten en snakker til andre på og være åpen <ul style="list-style-type: none"> <li>○ Tørre å si i fra hva en mener, men på en fin måte</li> </ul> </li> <li>• Tror at om en snakker til hverandre på en dårlig måte/kommanderende så vil en ikke trives på jobb, og dermed ikke yte så bra</li> <li>• Viktig å føle seg trygg og godt ivaretatt av folk rundt</li> <li>• Det er lov til å si at du ikke er enig, men vi gjør det med respekt.</li> <li>• At man lærer hverandre å kjenne, at man må vise respekt for hverandre og... Ja et godt samarbeid. Så ja, det er veldig viktig, absolutt.</li> <li>• Ærlighet med kjærlighet.</li> </ul>
<b>Self-Reflection</b>	<ul style="list-style-type: none"> <li>• Må også jobbe med deg selv for å motta budskapet</li> <li>• Viktig å gå i seg selv og tenke over hvordan og hvorfor en reagerer</li> <li>• En mottaker også må ha med seg at ting blir tatt opp i beste mening og vil deg vel</li> </ul>
<b><u>Awareness</u></b>	
<b>Knowledge of Term</b>	<ul style="list-style-type: none"> <li>• Usikker på hva det er, virker som hun leter etter hva vi vil høre</li> <li>• Vet ikke så mye om framtidsplaner</li> <li>• Knytter psykologisk trygghet til futures literacy</li> </ul>
<b>Inclusion</b>	<ul style="list-style-type: none"> <li>• Får ikke vite så mye, men litt</li> <li>• Har et eget team som jobber med framtidsplan <ul style="list-style-type: none"> <li>○ De har en plan for hvor grønn organisasjonen skal bli</li> <li>○ Teamet påvirker utover i organisasjonen</li> <li>○ Framtidsrettet program</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Får informasjon om hvordan ting skal gjøres, men får ikke påvirke ledelsens fremtidsplaner. De blir satt på hovedkontoret <ul style="list-style-type: none"> <li>○ kan komme med innspill, som blir tatt godt imot, men blir ikke direkte involvert ellers</li> </ul> </li> </ul>
<b><u>Reflection</u></b>	
<b>Staff Downsizing</b>	<ul style="list-style-type: none"> <li>• Vi har autostore. vi har et lager som er hel-automatisert, så ting skal gå fortere, raskere, besparende, osv. <ul style="list-style-type: none"> <li>○ Blir færre jobber til ansatte</li> </ul> </li> </ul>
<b>Environmental Concerns</b>	<ul style="list-style-type: none"> <li>• Fokus på å bruke miljøvennlige leverandører <ul style="list-style-type: none"> <li>○ Gir beskjed om for mye plast</li> </ul> </li> <li>• Mener vi ikke kan fortsette som nå mtp miljø</li> </ul>
<b>Facilitating Reflection</b>	<ul style="list-style-type: none"> <li>• Setter av tid til å reflektere over erfaringer <ul style="list-style-type: none"> <li>○ Gylden anledning etter corona til å snu skuta, lage holdningsendringer og øke psykologisk trygghet</li> </ul> </li> <li>• Reflekterer ikke over fremtiden <ul style="list-style-type: none"> <li>○ Men sier det er viktig</li> </ul> </li> <li>• Viktig å ta med seg ting som man ser fungerer bra, og være åpne for nye ideer</li> <li>• Snakker om ideer og tanker og det er åpenhet for å snakke om ting <ul style="list-style-type: none"> <li>○ Hjelper hverandre om ting ikke går bra, og er glad når ting går bra</li> <li>○ Viktig å støtte hverandre både hvis ting, ideen du har kanskje ikke blir så bra som du trodde, eller omvendt.</li> </ul> </li> <li>• Setter av tid til å reflektere over erfaringer i ledergruppen <ul style="list-style-type: none"> <li>○ Har faste møter på teams</li> <li>○ Lurer på hvorfor de ikke har gjort det før</li> <li>○ Blitt bedre kjent med hverandre, og funnet på ting privat</li> </ul> </li> </ul>
<b>Reflection on Accomplishments</b>	<ul style="list-style-type: none"> <li>• Har tidligere heiet på tall og ikke innsats, mens nå er fokus mer på innsats enn bare resultater</li> </ul>
<b><u>Potential Futures</u></b>	
<b>Potential Futures</b>	<ul style="list-style-type: none"> <li>• Klikk og hent er framtiden - noe hun har hørt fra andre enn ledelsen</li> <li>• Tror framtiden vil bli annerledes grunnet Covid <ul style="list-style-type: none"> <li>○ Fortsetter med møter for å snakke, forstå og forklare</li> </ul> </li> </ul>