

UNIVERSITY OF DERBY

**LEARNING TRANSLATION SUCCEEDING A
LEADERSHIP DEVELOPMENT PROGRAMME:
A NETWORK SOCIAL CAPITAL PERSPECTIVE**

Jane Brockliss

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ABSTRACT

Leadership quality is recognised as a major contributor to organisational performance. With a talent war looming, there is an increasing emphasis on developing an internal leadership talent pipeline. Formal leadership development programmes are a major vehicle for this purpose. Leadership development programmes find themselves competing with other organisational projects for funds and are expected to show a return on investment. Successful learning translation from the programme to the workplace is therefore essential to fulfil this requirement. Yet, the generally accepted transfer rate of 10% is worryingly low. Traditional learning transfer research, with the working environment explored from a hierarchical and single dyad perspective, provides inconsistent results and little advice for the human resource development (HRD) profession on how to improve transfer performance.

This research creates a new conversation by considering learning transfer from a network social capital perspective; a perspective, arguably, more aligned to the socially situated nature of leadership. A longitudinal case study of a senior leadership development programme, underpinned by a critical realist philosophy, is used to explore how a leader's network social capital – defined as the value inherent in the relationships within the leader's organisational, professional and home networks – may influence leadership learning translation in the workplace.

The results show a far wider range of social network actors are perceived as enabling or hindering the translation of leadership programme knowledge into improved practice than currently considered in the literature. Further, the four groups of identified developmental roles enacted by the social network and forming the leader's network social capital (Opportunity to participate in learning translation, Structure for learning translation, Learning assistance and Access to vicarious leadership practice) can be sourced from many different parts of the leader's network. The diversity, multiplexity and individuality of network social capital may explain the ambiguity and contradiction within the extant learning transfer results. Mechanisms facilitating the formation and flow of the four social capital groups are also isolated and then discussed within the context of the leader's personal agency.

The research is limited by a single case focus and its outcomes may be influenced by the seniority of the leaders within the case. However, the inference of the study's findings is that the HRD community needs to think far wider than the leader's line manager when designing strategies to support leadership learning translation. The emergence of two distinct drivers of social capital flows suggests consideration of two distinct solutions for improving translation – one focussed on the organisation and one directed at the leader.

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Those of you who have read these acknowledgements since reading the thesis may recognise that my appreciations of contribution align with the social capital flows facilitating learning identified within the research findings. The social capital provided by the network above have all helped develop my knowledge, knowing and practice. Whereas, and consistent with a critical realist ontology and epistemology, the social capital flow classifications within the thesis may only be provisional phenomena, the process of achieving a Doctor of Education has fashioned a more enduring expansion of my perspective and a change in nature of my cognition. I am, therefore, doubly indebted to you all.

1 INTRODUCTION

1.1 OVERVIEW

This research explores how a leader's network social capital – network social capital being defined as the effect of characteristics of friends, acquaintances, or groups on individual outcomes (Mouw 2006) or as “the ability of actors to secure benefits by virtue of their membership in social networks or social structures” (Portes 1998: 7) – impacts on his or her ability to transfer learning from a leadership development programme into perceived changed leadership practice. Using the workplace knowledge production typology presented by Lester (2012: 276), the research can best be defined as “research within practice” taking place as a discrete activity alongside the researcher's own professional practice. By combining both academic and professional knowledge, the objective is to achieve a phronesis or ‘practical wisdom’ (Chia & Holt 2008; Drake & Heath 2011) which can be of direct benefit to the human resource development (HRD) profession in improving leadership learning translation.

The research has been undertaken at a time when the value of human capital within organisations has increased significantly (Chartered Institute of Personnel and Development 2015c), good leadership is expected to play an even more important role in organisational achievement as we recover from recession (Lamoureux 2013), and a leadership and management skills gap within organisations appears “overwhelming prevalent in research” (Cranfield University School of Management 2013: 14). These factors combine to put pressure on the HRD profession to develop its practice to improve return on learning and find creative solutions to leadership talent development.

1.2 THE IMPORTANCE OF LEADERSHIP AND LEADERSHIP DEVELOPMENT

Although leadership was not associated with organisational executives until late in the 20th century (McNulty 2015), recent global senior executive surveys show a belief that leadership skills are the largest single contributor to their companies' business performance (McKinsey 2014) and, therefore, building leadership capability is paramount (Deloitte 2015). This executive perception is backed by a growing body of academic, government and professional research promoting the relationship between high quality leadership and people management, more engaged and resilient staff, and improved organisational performance (for example: Great Britain. Department for Business, Innovation and Skills 2012; LSE Centre for Economic Performance 2007; McBain et al. 2012; Wilton et al. 2007).

Disturbingly, for UK competitiveness, a widely cited international benchmark of management quality (Bloom et al. 2012) places the UK lower than the US, Japan, Germany, Sweden and Canada.

Further, concern over the quality of leadership and management is evident in recent UK employer surveys. For example, nearly two thirds of UK employers agree that a weakness in leadership and management skills is holding back company growth (Cranfield 2013) and 93% of UK organisations express concerns that low levels of management skills are having a direct business impact (Institute of Leadership and Management 2012). This relatively ‘poor’ performance comes at a time when government data shows that the UK labour market is expected to need one million new managers by 2020 (Commission on the Future of Management and Leadership 2014).

With Avolio et al. (2010: 633) warning that a “war for leadership talent looms on the near horizon” and many organisations reporting it is increasingly difficult to recruit the management and leadership talent they need (Chartered Management Institute 2014; Institute of Leadership and Management 2012) there is an increasing emphasis on the internal talent pipeline. Talent management has become a mainstream interest for academics and professionals alike (for example: Abusamra 2015; Church & Rotolo 2013; Gallardo-Gallardo & Thunnissen 2016; Gochman & Storfer 2014). Although, the widely cited 70:20:10 model of learning is derived from research suggesting that employees develop best through means other than formal training (Kajewski & Madsen 2013), courses in a ‘classroom’ setting are still used more extensively than coaching or individual on-line learning to develop leader talent (McKinsey 2014; Petrie 2014). Further, classroom learning is expected to continue to play a key role in leadership development (Chartered Institute of Personnel and Development 2015b).

1.3 LEARNING TRANSFER AND RETURN ON INVESTMENT FROM LEADERSHIP DEVELOPMENT PROGRAMMES

With the government role largely limited to creating the right ‘conditions’ for organisations to conduct learning and development by providing good quality information and giving employers the opportunity to influence skills provision (Great Britain. Department for Business 2012; UK Commission for Employment and Skills 2014), the majority of funding for leadership development has to be found by employers. Leadership development programmes therefore find themselves competing with other organisational projects for resources and are expected to show a return on investment through their impact on leadership practice and performance.

Perhaps because of the growing importance of knowledge-based capital, the subject of human capital metrics is, indeed, on the organisational agenda (Hesketh 2014) and is widely discussed in professional journals, for example: Cheese (2015); Fitz-Enz (2013); Tilley (2014). A recent joint research project between a number of UK agencies and professional bodies, concludes that “It is evident that investors want to use human capital management data in combination with other

perspectives on company performance to develop a more holistic view of their investments” (Chartered Institute of Personnel and Development 2015c: 3).

Given the contextualised nature of leadership, calculating a return on a leadership development programme presents psychometric challenges. A special issue of *The Leadership Quarterly* was dedicated to the subject in 2010 (Hannum & Craig 2010). However, a systematic method for evaluating return on investment remains elusive (Hayward & Voller 2010). A key component, though, for any return on investment calculation is the learning transferred from the classroom into improved practice in the workplace.

The most widely cited ‘statistic’, although often misquoted and not applying necessarily to leadership development, is that only 10% of content which is presented in the classroom is reflected in behavioural change in the workplace (for example Brown & McCracken 2009; Burke & Hutchins 2007; Grossman & Salas 2011; Lynch et al. 2006; Hatala & Fleming 2007; Peters et al. 2012). Saks (2002) commented fifteen years ago that continuing to report this statistic – traced back to an unsubstantiated estimate put forward by Georgenson (1982: 75) – is bad science and misleading. However, importantly, Ford et al. (2011) suggest its enduring nature is down to its credibility. As such, this somewhat worrying and embarrassing figure should be a beacon for action within our profession. We may begin to improve the return on learning, if we can first improve the rate of transfer (Lancaster et al. 2013).

Certainly, Hager & Hodkinson (2009) draw attention to this unanswered challenge by citing Haskell (2001:xiii) who opens his book with “Despite the importance of learning transfer, research findings over the past nine decades clearly show that...we have failed to achieve transfer of learning at any significant level”. We can now revise this to ten decades. Further, if the most popular article downloaded from *McKinsey Quarterly* in 2014 – ‘Why leadership development programmes fail’ (Gurdjian et al. 2014) – can be taken as an indicator of current interest, then improving leadership learning transfer can be regarded as an area of concern and opportunity by the management community.

With a learning transfer rate as low as 10%, the opportunity to improve that rate does not seem an insurmountable challenge. The question, therefore, is why with a significant research base on learning transfer available has so little progress been made on improving rates of learning transfer in practice? The answer may lie in the assertion by Denyer (2013: 2) that management research often addresses “questions derived from previous research which can lead to academics talking to themselves”.

1.4 ADEQUACY OF THE CONCEPTUAL FRAMEWORK SURROUNDING LEARNING TRANSFER

The extant research base on learning transfer with respect to leadership development will be discussed in detail in Chapter 2. What will become evident is that the conventional treatment of learning transfer has limitations when offering solutions to the HRD professional.

In summary, as will be shown, the 'conventional' treatment of vocational learning transfer can be summarised as:

- Based largely on cognitive constructivism with learning transfer seen as a one-off outcome of training;
- Dominated by quantitative studies and using models which are linear, 'one-time' and mainly focused on single independent variable studies.
- Shaped by an assumed influencing structure of trainee characteristics, training design and work environment first proposed in the 1980s;
- Under-researched in terms of the influence of the work environment. Current research reports contain ambiguous and unexplained findings, particularly in terms of how the people surrounding the leader may impact on his or her learning transfer, suggesting that the models may be incomplete and/or underpinning constructs may be invalid.

The research base therefore provides a guide to learning transfer influences but offer little conclusive or in depth information to advise the HRD professional on how individual influences work or how they work together. Best practice reports for the transfer of training are "limited, lacking in practicality, dated or often anecdotal in nature" (Grossman & Salas 2011: 109).

Of greater significance, perhaps, is the relevance of the conventional treatment of learning transfer to the more complex nature of leadership learning. Transfer of leadership learning to the job context is not a 'one-time' transfer and learning requires constant adaption and re-shaping as context and challenges change. Further, given the socially situated nature of leadership, the network of people surrounding the leader may exert a greater influence on leadership learning transfer than on other types of learning.

As the literature review will demonstrate, an alternative conceptual framework for leadership learning transfer may be to consider it as:

- Based on social constructivism with leadership learning transfer seen as a relational and ongoing reconstruction process;
- Involving models which explore the movement between knowledge, knowing and practice;
- Entailing greater emphasis on the work environment; in particular, the people forming the social network surrounding the leader who influence the opportunity to practise leadership and the trajectory of new learning in the workplace;
- Incorporating an exposition of the leader's network social capital i.e. the learning transfer 'resources' provided by the leader's social network.

1.5 RESEARCH AIMS AND CONTRIBUTION TO KNOWLEDGE

This thesis makes an original contribution to knowledge by examining the transfer of learning from a leadership development programme into improved leadership practice against the backdrop of an alternative and socially situated learning translation conceptual framework. The new lens enabling the "reader [to] see not tiny new things but old things with new eyes" (Alvesson & Gabriel 2013: 254).

Through exploring leadership learning translation from a network social capital perspective, the aims of this research are:

- From an academic perspective, to expand the current understanding of the impact of a leader's social network and its embedded social capital on leadership learning translation; identifying the related mechanisms underlying social capital formation and flows;
- From a practitioner perspective, to enable the subsequent development of more holistic leadership development teaching and learning strategies which encompass translation in the workplace and include the proactive development of a leader's network social capital.

1.6 THE RESEARCHER AND THE RESEARCH STUDY

I am currently an HRD professional having held both senior level strategic planning positions in industry and university lectureships in management before co-establishing an independent leadership and management development company. The company works with organisations across private, public and third sectors to develop leaders from first line through to executive levels.

Certainly, leadership development designs in my own practice may give insufficient weight to the influences on leadership learning transfer, as the leader moves between formal leadership development programme and the informal learning space of the workplace. By having a better and more detailed understanding of this process, we can proactively manage learning transfer. No longer relying on the assumption that if the training is good enough, transfer will occur without such active supports (Taylor, Evans, & Pinsent-Johnson 2010).

The research is conducted through a case study exploring the learning translation experiences of a cohort of leaders participating in one of my company's leadership development programmes.

2 LITERATURE REVIEW

2.1 INTRODUCTION

2.1.1 SCOPE

Advice that a literature review should show how previous knowledge has answered the research question (Machi & McEvoy 2009) and shape and anchor further research by helping conceptualise a future study (Rocco & Plakhotnik 2009) has been a good starting point and a useful pointer for maintaining focus when considering the literature. However, caution from Alvesson & Sandberg (2013) that this process, with its typical 'gap spotting' of un-researched areas, results in a track-bound approach to research has been noted. The consequent gathering of research from psychology, organisational behaviour, education, sociology and leadership schools attempts to ameliorate their criticism and encourage a more inspired synthesis.

Although understanding concerns over the lack of transparency of method in literature reviews (Fink 2005; Petticrew & Roberts 2006), the EdD degree as a solo pursuit prevents the adoption of a systematic review. However, Booth et al. (2012) and Jesson et al. (2011) would suggest that systemisation is undesirable, anyway, enforcing a standardisation which stifles creativity and individual initiative. The literature review that follows, therefore, is best described as a traditional scoping review with an explicit selection rationale provided to avoid potential comparison with a journalistic review. It would be wrong to claim, though, that the literature is located and presented in a totally unbiased manner; interpretations having being made on the basis of evidence and reflection, in no doubt influenced by professional practice and experience (the potential impact of which is discussed further in section 3.4).

2.1.2 LITERATURE SELECTION

In selecting literature, significant attention has been given to peer-reviewed articles because of the associated kite mark of academic quality. However, conforming to the requirement of a quality literature review to include appropriate breadth and depth (Hart 1998) and agreeing with the assertion that all journals irrespective of impact status should be accessed because the search is about knowledge (Jesson et al. 2011), literature has also been sourced from lower rated publications and professional journals, books and reports. Such an approach is supported by Booth et al. (2012) who contend that within the social sciences significant material exists within such 'grey' literature. Further, Ridley (2012) suggests that a literature review for an EdD degree is likely to be more professionally orientated than for a PhD.

EBSCO, Emerald and ERIC databases have been used to locate material. Key search terms have included 'learning'; 'management learning'; 'leadership learning'; 'vocational learning'; 'workplace learning'; 'adult learning'; 'learning transfer'; 'learning application'; 'leadership development'; 'management development'; 'social networks'; and 'social capital'. Searches have been restricted

to post-2000 other than for seminal works and to English language publications. Snowballing using citation searching, 'pearl growing' (using search terms from a good article to find other relevant articles), author searching and 'hand searching' of key journals have all been employed. Material has been assessed against traditional positivist or qualitative criteria, balanced against a list of guiding questions provided by Hart (1998) and a critical nihilism warning from Booth et al. (2012).

It will become evident below that quantitative studies dominate the psychology and organisational behaviour strands of the literature. A meta-analysis could therefore have been attempted. However, whereas this form of synthesis adds weight to shared findings and gives the ability to describe an average effect (Booth et al. 2012), it is unlikely to provide a deep enough understanding to satisfy the researcher's critical realist perspective. A narrative approach to the research synthesis, exploring descriptively rather than statistically, has therefore been adopted enabling quantitative and qualitative findings to be brought together. This practice offers the opportunity for the researcher to be reflective and critical (Hart 1998) and to engage in a written dialogue with researchers in her area (Ridley 2012).

Initially, use was made of reference management software to help in pattern matching in terms of chronology and themes. However, a more visual facilitator was required. An approach of using mindmaps (Buzan 2010), lining paper and post-it notes evolved over time.

2.1.3 LITERATURE REVIEW STRUCTURE

It would be wrong to assume that the order in which the review is presented below – with sections on Leadership Development; Learning: Knowledge, Knowing and Practice; Traditional Learning Transfer; and A Network Social Capital Perspective – represents its chronological undertaking. An initial literature survey identifying the current understanding of learning transfer was conducted, followed by surveys on learning and on leadership development in an attempt to identify the underlying issues which may be influencing the inconsistent learning transfer results. The role of social networks and social capital gradually emerged until it became a theme in its own right and the eventual centre of the study. To achieve the synthesis between theory and evidence required by a critical realist perspective (Pawson et al. 2004), literature has been appraised both before and concurrent with the primary research. The literature surveys have been progressively reconsidered and recombined to create an interpretative synthesised review of the current body of knowledge of the impact of network social capital on learning translation from leadership development programmes.

2.2 LEADERSHIP DEVELOPMENT

2.2.1 INTRODUCTION

The starting point for the literature review in understanding how a social network and its associated social capital may influence leadership learning transfer is to determine how leadership development unfolds following a leadership development programme. Day et al (2014: 80) in their recent review suggest that compared to the relatively long period of leadership research and theory, the study of leadership development has a moderately short history, with its emergence as an active field of research occurring primarily over the last 10 to 15 years. Mabey (2013) notes that calls made a decade earlier for more empirical studies to examine leadership development have remained largely unheeded.

Practitioners Zenger et al. (2013) neatly summarise the situation by declaring that leadership development seems to be stuck, as basic questions such as what is leadership, can it be developed, what methods really work, are still in dispute. Guidance for those designing and delivering leadership development interventions remains indistinct, appositely illustrated by the title of a recent practitioner report 'Leadership: Easier Said than Done' (Chartered Institute of Personnel and Development 2014). Day & Sin (2011: 546) explain part of the difficulty is that leadership development requires "melding one fuzzy construct (leadership) with something that is equally complex and nebulous (development)". The leadership literature itself, with its exponential growth (Dinh et al. 2014) and its lack of consensus (Eberly et al. 2013) in itself presents a challenge.

With the above limitations in mind, this review restricts itself to the leadership debate where it has implications for leadership development and learning transfer. However, the researcher is aware of the warning made by Day et al (2014: 64) that "there appears to be a widespread misconception that if the field could just identify and agree on 'correct' leadership theory then the development piece would inevitably follow". Johnstal (2013), a practitioner, also gives advance warning that there is no single model of leadership development, nor single source of learning that can be applied to all organisations or all learners. The upside of the immaturity in leadership development research is the chosen research area is more likely to yield new insights, the downside is that the current body of research material provides a limited steer to help the novice researcher.

2.2.2 LEADERSHIP DISCOURSES

Models classifying leadership literature have been examined for an appropriate structure for considering what leadership may represent to a participant on the case programme, the consequent nature of leadership development and learning, and the role of the participant's network social capital on its subsequent translation in the workplace. Disappointingly in this respect, recent models, for example: Carter et al. (2015); Dinh et al. (2014); Eberly et al. (2013); O'Connell (2014), appear either

constructed around organisational levels of analysis (thereby, limiting their relevance when considering a specific focal leader) or attempt to unify current theories (thereby making them of short term value given the current proliferation in leadership theory). The leadership research grid adapted by Mabey (2013) from Alvesson & Deetz (2000: 24), however, provides a more useful framework by examining leadership from an ontological and epistemological perspective (see Figure 2.1, below).

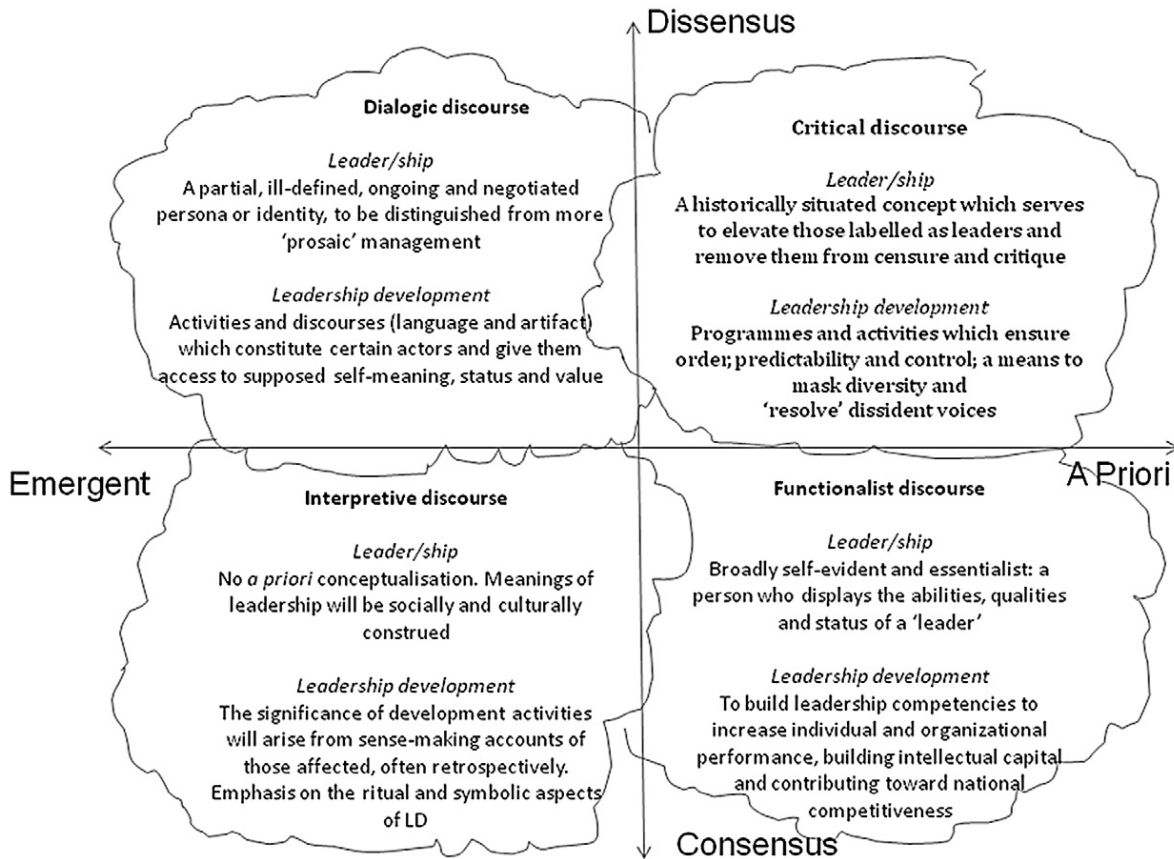


Figure 2.1: Leadership discourses

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The research grid with consensus/dissensus and *a priori*/emergent axes offers four distinct leadership perspectives or social discourses – the normative (alternatively labelled ‘functionalist’ by Mabey), the interpretive, the dialogic, and the critical – although Mabey demonstrates that since 2000 the current literature overwhelmingly addresses leadership development either conceptually or empirically, from a functionalist perspective (82%). He is not alone in noting the limited perspective in this field of research (for example: Kempster & Stewart 2010; Dinh et al. 2014).

A potential weakness of the framework is that the discourses, unlike paradigms, are not intended to be watertight boxes. Placing a specific leadership domain, of which Dinh et al. (2014) identify 66, is not always easy. However, given that the different discourses lead to contrasting conceptions of leadership, leadership development and leadership learning transfer, it is worth reviewing the four discourses to understand the potential differing contributions of a focal leader's network social capital in supporting or hindering learning transfer.

Functionalist

The Functionalist leadership ontology is summed up by Bennis (2007: 3), "In its simplest form [leadership] is a tripod – a leader or leaders, followers, and a common goal they want to achieve". The functionalist lens seeks to illuminate the influencing process and resultant outcomes that occur between a leader and followers (Day & Antonakis 2012). Despite reference to followers, functionalist leadership research maintains a leader centric focus (Clarke 2013) with the heroic leader and his required skills an essential, "unsolved part of the puzzle" (Bennis 2007:3).

Since the new millennium there has been a raft of new leadership schools seeking to cope with the latest demands on organisations and their leaders. The results are independent lists of required leadership knowledge and skills although, with the occasional exception (for example: Drath et al. 2008; Mumford et al. 2007), the relationship within each school's competency list and between lists remains unclear. Importantly, the pathway from knowledge to improved practice remains unspecified.

From the functionalist perspective defining the leadership role in terms of a set of knowledge and skills requirements predicates leadership development activity; leadership development being regarded as "the ability to master the expectations of the leadership role" (Karp 2013:133) and assuming "a non-differentiated generic view of a learner and their uptake of a circumscribed body of knowledge" (Franken et al. 2015: 194). Although, Dalton (2010) notes a growing scepticism about whether there is a professional body of knowledge to be taught, Barker (2010) is more concerned that successful business leadership is dependent less on mastering a set body of knowledge and more on mastering skills integration. He suggests that the skill of integration and, in particular, the intrinsically soft leadership skills requirement currently being emphasised by corporate leaders (Chartered Management Institute 2014a; Institute of Leadership and Management 2012; Lykins & Pace 2013) can probably be learned by experience but not taught. This proposition is supported by Mumford et al. (2000) who conclude from their study of leadership development in the US army that skill development depends on learning as leaders interact with their environment and over a period of time. The inference is that a leadership development programme can only be the start of the leadership learning process. The analogy to "the last mile" distribution network/consumer problem

provided by Thompson (2013: 25), a practitioner, perhaps accurately reflects the complexity involved in learning transfer but underestimates the remaining journey required in the workplace.

Day et al. (2014), similarly, argue that it is highly unlikely that anyone would be able to develop as a leader through participation in a series of programmes, workshops or seminars. The actual development takes place in the “white space” between such development events. The tendency to think about leadership development purely in programmatic terms therefore overlooks or downplays the critical development which must continue when the focal leader returns to the workplace. Given the situated nature of leadership defined by the tripod, above, the ‘actors’ or members within the leader’s social network have the potential, either as providers of the occasion to practise and/or ‘recipients’ of the leader’s practice, to become formative of the leader’s experience and continuing leadership learning. However, how the transfer of leader development into improved leadership practice can be enhanced by the leader’s network social capital is unclear from the functionalist leadership development literature (other than through integrated coaching and mentoring which is a rare luxury in the researcher’s own professional experience).

Interpretive

The growing interest in the Interpretivist perspective has arisen probably from the increasingly limited value of the conventional constructs of leadership given the complexity that organisations are now facing (Clarke 2013). The response to this complexity is increasing fragmentation of work practices (Yukl 2012) and the development of collaborative, networked and peer-working organisations which do not fit with the functionalist ontology of leadership (Drath et al. 2008).

The interpretivist discourse sees leadership not just as socially situated but as a socially constructed activity; the emphasis being on a social rather than an economic view of organisational activities (Alvesson & Deetz 2000) and on systemic context (Mabey 2013). In contrast to the “solo-heroic” approach of functionalist leadership research, the Interpretive discourse puts less emphasis on individual leaders and leadership positions and more on the process of leading. In particular, interpretivists admonish the functionalist perspective’s failure to consider how leadership takes place in the context of group membership (Clarke 2013; Kaiser & Curphy 2014). A key distinction is that the Interpretivist perspective sees leadership as an outcome of inter-relationships, rather than as solely an input into the team brought about by the attributes of an individual (Day et al. 2004).

As with the functionalist perspective, a number of specific interests are developing. For example, Distributed leadership replaces the vertical, top-down leader member relationship with a contrasting paradigm of emergent and fluctuating levels of individual team member influence or mutual influence (Day et al. 2004; Helgesen 2014). Complexity leadership see leadership from a relational and system perspective (Avolio 2007; Clarke 2013; Drath et al. 2008). The interest in both schools is to

develop an understanding into the various ways in which leadership and team processes become intertwined, and administrative and emergent leadership become entangled, so as to influence collective performance.

From a leadership development angle, the focus shifts from building individual human capital to building the organisation's capacity for enacting the leadership tasks needed for collective work (Clarke 2013). Leadership development is therefore seeking to influence the contexts and processes that give rise to network dynamics which expand the collective capacity of organisational members to engage effectively in leadership roles and practices. The leader's social network therefore influences both the nature and outcome of leadership activity.

There is evidence in parts of the interpretivist literature, in common with the functionalist perspective, to consider leadership development from a competency perspective. Wallo et al. (2013), in their qualitative study of distributed leadership, attempt to isolate the newer competences required by leaders who lead those who lead themselves; Getha-Taylor & Morse (2013) identify collaborative leadership competencies to be adopted by the public sector in the USA; Drath et al. (2008), too, whose Direction, Alignment, Commitment (DAC) model of leadership attempts to integrate functionalist and interpretivist ontologies, suggests new individual competences (although not necessarily leader behaviours). Further, Galli & Müller-Stewens (2012), when comparing the effectiveness of different types of leadership development in building organisational leadership capacity, conclude that certain individual development practices may help support higher stages of collective organisational leadership development.

Leadership development and subsequent leadership learning therefore depends on one's position on the emergent/*a priori* spectrum. At one extreme, leadership development defies the assumptions of current corporate learning (Mabey 2013) and a more naturalistic and relational form of leadership learning occurs. At the other extreme, there is a continued interest in developing competences to bring about enhanced organisational leadership capacity. Either way, under the interpretivist lens, with its emphasis on leadership as an outcome of inter-relationships, the social network plays a more embedded role in the leader's experience and consequent workplace learning.

Dialogic

The Dialogic perspective focuses on the constructed nature of people and reality, and the complexity of reality (Alvesson & Deetz 2000). The emphasis is on leadership as identity, a non-unitary and mobile phenomenon emerging over context and time; leadership is primarily a relational process, a way of being not a way of doing (Gaines 2012; Warhurst 2012).

Identity represents the integration of various aspects of one's self concept. Karp (2013) considers the leader's understanding of self (the personal idiosyncrasies that separate one person from the next and the human being responsible for the thoughts and actions of the individual) as fundamental to leadership performance. He makes an important distinction between the leader attributes of self-awareness and regulation, and the leadership attributes of social awareness and social skills. Further, he suggests that rather than the functionalist attachment of importance to specific leadership traits, the attachment should be to an awareness and acceptance of one's traits and how these impact on one's behaviour. Kouzes & Posner (2012), similarly, conclude that mastery of the art of leadership comes with the mastery of self.

Whereas the functionalist perspective sees leader development as the expansion of a person's capacity to be effective in a leadership role, the dialogic perspective sees leader development as drawing meaning from learning experiences and a reflexive negotiation of the self (Billett & Somerville 2004). An increase in one's leadership capacity is, thus, a product of an expansion in one's frame of reference or one's perspective on the self and surrounding environment (Orvis & Langkamer 2010).

Karp (2013) notes the importance of certain crucial events to stimulate personal growth and promote leadership. Bennis (2007: 5), too, believes that "leaders develop by a process we do not fully understand, from a crucible experience...that somehow educates and empowers the individual." This 'critical episode' concept is supported by a life narrative analysis of outstanding leaders by Ligon et al. (2008) which links exhibited leadership styles to certain types of developmental events.

In contrast, Day & Sin (2011) see identity formation as a proactive process in which a leader seeks out developmental opportunities to practise leadership which in turn enhances self-development, a process forming spirals of identity and leadership development which evolves over time. The willingness to seek out and learn from experience are linked in the literature to adult development and constructive development theory (for example: Day et al. 2014; Lord & Hall 2005; Strang & Kuhnert 2009).

A leadership development programme may act as a critical episode, particularly if the programme has an emphasis on reflective practice, or if it leads to career transition (Dobrow & Higgins 2005). Alternatively, the programme may form part of a proactive developmental process. Certainly, an appropriately designed programme has the capacity to help learners shape their identity by providing vicarious experience and an opportunity for new discursive practices (Anderson 2010; Warhurst 2012).

The transformation of learning into self-development and identity requires engaging in second order consciousness processes, where "one's own willpower, beliefs, assumptions, principles, needs,

relational patterns and social strategies are subject to feedback, mirroring and testing” (Karp 2013: 136). Thus the workplace subsequently becomes a testbed for further identity exploration, with the actions and reactions of the leader’s social network shaping or determining identity formation (Warhurst 2012). Further, the quality of these surrounding relationships is considered to play a major role in learning transformation (Reichard & Johnson 2011; Welch et al. 2014).

Critical

There is generally a paucity of leadership research reflecting Critical discourse which Mabey (2013) suggests is perhaps a result of its potential to threaten the authority of those commissioning or sponsoring the research. Certainly, the critical perspective sees organisations largely as political sites with forms of domination and distorted communication leading to historical and social constructions of reality favouring certain interests, and alternative constructions being obscured and/or misrecognised (Alvesson & Deetz 2000). Critical concerns include limitations on conceptions of leadership; leadership presented as fixed identity or role (Edwards et al. 2013); leadership considered as a solution regardless of the problem (Wallo et al. 2013).

Leadership development, by association, serves to perpetuate current interests and dominations, creating new leaders in the organisation’s own image. This position is underlined by a recent survey of learning and development professionals (Chartered Institute of Personnel and Development 2014) in which the highest ranked purpose of leadership development activities emerged as ‘Producing a common standard of behaviour/changing organisational culture’.

However, Mabey (2013) questions the critical premiss that by participating in leadership development, a leader is being disciplined and his or her identity being constituted for him or her. Both Beech (2008) and Finch-Lees et al. (2005) argue it is possible to forge an identity with some elements aligned and some elements opposed to organisational ideology, with Billett & Somerville (2004) asserting that learning through workplace experience may be quite different to what was intended by the organisation. Further, the current explosion of leadership information available via the internet and the encouragement for leaders to take responsibility for their own development potentially offer the opportunity to step aside from traditional leadership learning paths (Voloshin & Giulioni 2013; Sweeney 2013; Orvis & Langkamer 2010).

On the basis that leadership and leadership development is self-perpetuating, learning transfer must form part of the same cycle. Of particular interest is to what extent learning translation will be supported by the leader’s social network if, following a leadership development programme, the leader attempts to introduce new concepts of leadership and/or display a leader identity outside of the current social norm. Research by van Knippenberg (2011) on shared group identity may be relevant here demonstrating that followers prefer leaders to be group prototypical.

2.2.3 SUMMARY

The distillation of the above discussion is that the role and relative importance of leadership development programmes for leadership development and the nature of the potential influence of a leaders' network social capital on subsequent learning transfer depend on the ontological leadership perspective taken. Given a participant on the case leadership development programme is free to adopt their own perspective (see Chapter 4: The Case), it would be wrong for this research study to restrict itself to a single definition or approach.

The process by which programme learning is translated into leadership performance from any perspective is unclear within the leadership literature. Despite the importance of understanding developmental trajectories, little is known empirically about the longitudinal processes of leader development (Hirst et al. 2004; Day & Sin 2011; Welch et al. 2014). Further research in this area is proposed by a number of authors. For example, Kempster & Stewart (2010) argue that leadership development research requires a means to access and understand the lived experiences of leaders in their everyday work environments, to discover the ways in which they learn, interact and develop their skills; Avolio (2007), too, considers that the dynamic interplay between leaders and context needs fuller consideration; similarly, Day & Antonakis (2012) call for more to be done to enhance a science of leadership and development with a greater focus on underlying workplace process issues.

It is evident that the ongoing learning in the workplace is crucial from all leadership perspectives. Each of the four leadership discourses suggest that a leader's individual network social capital may be important in understanding the link between participating in a leadership development programme and the subsequent transfer of learning into changed leadership practice. From the Functionalist perspective, the social network provides the backdrop for skills practice and integration; from the Interpretive perspective, the network is inextricably linked to the emerging leadership process; from the Dialogic perspective, the network offers the environment for the learning transformation and identity formation spirals to occur; and from the Critical perspective, the social network controls deviation from the current leadership norm. If we can identify how a leader's social network exerts its influence on leadership learning transfer, we can consider how this influence may be managed to improve learning transfer and changed leadership practice.

Indeed the potential of a social network perspective has not gone unnoticed. Day et al. (2014:79) conclude from their recent review of leadership development research that social networks may be a fruitful area of research: "We know that development tends to occur in an interpersonal context, so incorporating that context into our research designs, methods and analyses seems like a logical step in advancing the field of leadership development. For that reason something like social network analysis ... may be especially appropriate to consider in future studies of leadership development". Ghosh et al. (2013), too, propose that longitudinal studies examining developmental relationships

over time and factors that may undermine or reinforce such relationships may prove to be a good way forward. For Reichard & Johnson (2011), the leader's social network is a key determinant in their conceptual model of leader self-development behaviour.

Before examining how other literatures perceive the social network's potential role on learning translation, it is worthwhile considering leadership learning translation from an educational perspective.

2.3 LEADERSHIP LEARNING: KNOWLEDGE, KNOWING AND PRACTICE

2.3.1 INTRODUCTION

This next section considers leadership learning transfer from a learning perspective. In particular, how leadership learning transfer may differ from other forms of learning and how the transfer of leadership learning into improved practice may be influenced by the leader's social network.

2.3.2 LEADERSHIP LEARNING

Hager & Hodkinson (2009: 621) describe learning as a "conceptual and linguistic construction that is widely used in many societies and cultures, but with very different meanings that are at least partly contradictory and contested". For example, Senge (2006: 284) aptly articulates the dilemma of pinpointing when learning occurs, at "one level learning is judged by what they can do, the results they produce. But I wouldn't say I could ride a bike if I achieve it once....on a deeper level learning is about developing a capacity to reliably produce a certain quality of results". Similarly, Leberman, McDonald, & Doyle (2006) makes the distinction between learning, reflected in immediate in-service outcomes, and learning transfer associated with sustained quality implementation.

With respect to leadership learning, given its situated nature demonstrated in the previous section, while leadership training occurs in one context, learning is applied in a different and changing context (Vermeulen & Admiraal 2009). Leadership learning therefore has an additional dimension, extending the concept of transfer beyond retention and permanency to include contextualisation and renewal. This dimension, referred to as adaptive transfer (Baldwin & Ford 1988) and to deep structure transfer (Merriam & Leahy 2005), goes beyond repetitive application of knowledge or learned behaviour and involves cognition and analogy to adapt to new challenges i.e. the learning can be transferred to future time, space and context (Subedi 2004), occurs over extended periods of time (Lord & Hall 2005), and with the added complexity of a professional's autonomy (Yelon et al. 2004).

Knowledge, knowing and practice

Thus, for Schon (1991) the transfer of professional knowledge such as leadership will always be one step short of using it or one step short of knowing. Hicks et al. (2009: 293) explain that “knowledge is what one has, knowing is what one is doing” and cite Cook and Brown (1999: 387) that practice is doing that which is “informed by meaning drawn from a particular group context”. Importantly, knowing and practice are not a simple consequence of knowledge.

The inference is that for leadership knowledge to have an impact on leadership practice, knowing is an obligatory passing point. Theoretical leadership knowledge can therefore only produce a novice leadership practitioner who then embarks on knowing in practice. If theory and practice are thus complementary and integrated components of professional knowing, successful leadership development requires learning to occur in more than one learning space – knowledge in the vocational educational setting of the leadership development programme and knowing in the workplace setting. Nielsen (2009) finds that 90% of apprentices undergoing vocational college training believe the workplace to be the more significant learning area. This is consistent with the 70:20:10 model of learning which suggests 70% of learning is through practice, 20% through other people and only 10% through formal education (Kajewski & Madsen 2013). If this holds true for the leadership population, then what happens in the workplace informally after the leadership development programme is more important than the programme itself. It suggests further attention should be given to understanding the subsequent learning that occurs in the workplace learning space and, given the situated nature of leadership, how this learning space is influenced by the ‘situation’ in the form of a leader’s social network.

To add to the complexity of leadership transfer, both Nielsen (2009) and Evans et al. (2010) state a fundamental difference between the vertical, generalizable academic knowledge of the educational setting and the horizontal knowledge of the workplace setting. Schon (1991), similarly, refers to the convergent and divergent elements of professional learning. Down (2011: 87) explains: Whereas, in the formal ‘classroom’ learning is bounded “where the material to be learnt is already known and there are experts who can transmit the necessary knowledge and skills”, in the informal workplace the learning space is expansive “where what is to be learned is not stable or well defined or understood ahead of time”. Perhaps the leader’s social network provides the boundary for the expansive workplace learning space?

Concepts of transfer

From the above, it can be seen that even from a functionalist perspective the widely used metaphor of ‘transfer’, which tends to promote learning as acquisition and movement (Down, 2011), may not be the most appropriate conceptualisation for leadership learning. Higgins & Mirza (2012) blame

this perspective on a predominating positivist epistemology which fails to capture and understand the multi-processes of knowing in practice.

Tuomi-Grohn et al. (2003) and Tanggaard (2007) prefer the term 'boundary crossing' to explain the movement of learning between an educational setting and work. Wegener (2014) observes that the boundary may be mental as well as social or organisational and Malloch (2012) that boundaries can rebuff as well as be crossed. However, the term 'crossing' still presents a focus on the movement of content which is learned rather than the process of knowing and practice required in leadership learning translation. For Evans et al. (2010) knowledge transfer should be recognised as series of recontextualisations: Chains of recontextualisations being forged as practitioners seek to understand and evolve practice.

Beach (2003), adopting a more dialogic perspective, would prefer 'transition', in recognition of a belief that is people who move, not the knowledge or learning; seeing transition as a "developmental change in the relation between an individual and one or more social activities". Hager & Hodkinson (2009), too, consider it is the individual who moves across the contexts and consequentially adapts and re-shapes.

Handley et al. (2007), however, contests that any reference to movement will be an equally poor metaphor. Rather than learning involving movement, she suggests it should be seen as consisting of a relational web in a process of constant change, with the learner as part of the web. Down (2011: 208) concurs concluding from her qualitative study of how training professionals transfer knowledge and skills across contexts, that "learning is not one dimensional, nor does it occur linearly, we are simultaneously poised on the learning spiral within a multiple of loops and at a multiple of phases within that loop". Thus, leadership learning transfer is not replication but renovation and expansion of previous knowledge via the experience of dealing with new settings and new situations. Professional learning is, therefore, directly implicated in practice and an outcome of practice (Boud & Hager, 2012; Vermeulen & Admiraal, 2009), and is continuous.

The challenge, then, is to understand how we can take advantage of the productive and developmental nature of the workplace learning space (Beach, 2003; Fuller & Unwin, 2004) so that it becomes a positive enhancement of the more formal leadership development programme learning. To avoid association with any specific leadership perspective, the metaphor of learning 'translation', although not perfect, will be used going forward.

2.3.3 LEADERSHIP LEARNING TRANSLATION IN THE WORKPLACE

Leadership learning translation can be seen as a sense-making process requiring active engagement between the "inner world of the person and the outer world of the organisation" (Beard

& Wilson 2013: 4). The question is whether through this engagement the leader has the power to shape social structure or the social structure shapes the leader i.e. does constructive cognition or social cognition preside? Whereas, cognitive constructivist approaches view context in terms of external cognitive structures providing the backdrop to individual learning, social cognitive theory sees context as inseparable to learning, with learning emerging directly out of social inter-action.

Experiential evidence is limited. Participants ascribing greater value to learning from individual assignments than from group work is found in two management programme studies (Legge, 2007; Macdonald et al. 2000) suggesting that cognitive constructivism may dominate the 'classroom' learning space. However, a study of managers having undertaken recent management development by Enos (2003) shows the most prevalent activity to build practice was interaction with others post programme. Further, quantitative studies by Goel et al. (2010) examining mental model changes and by Virtanen et al. (2014) examining post programme workplace outcomes both found causality with active participation of social structures. These latter examples providing evidence of social constructivism in the workplace learning space.

Although the functionalist leadership perspective may be seen as predominantly cognitive and the dialogic leadership perspective as predominantly social, the delineation is not precise. In this respect, the contention by Tarricone (2011: 24) that individuals learn through employing an "internal dialectic instigated by social inter-action" encompasses both perspectives. Similarly, the assertion by Billett & Somerville (2004) and Wegener (2014) that learning is shaped through interactions between social and individual contributions, with individuals playing an agentic role in those interactions provides a workable framework for this study.

A five year debate between the merits of cognitive constructivism and social constructivism in Educational Researcher concludes with agreement that both processes illuminate different aspects of learning and both are worthy of continuing study (Borthick et al. 2003). Despite the agreed complementary nature of the two (Elmholdt 2003; Eraut 2007), Fenwick (2008) concludes from her literature review that the focus remains on the two as separate and not intertwined processes. As such, the two approaches are discussed separately, below, in the context of a leader's network social capital and its potential impact on leadership learning translation, although recognising they may not be mutually exclusive.

Cognitive constructivism

Principles

Leberman, McDonald & Doyle (2006) suggests that the defining feature of adult learning is the meaning that the individuals attach to their learning. This meaning making involves the reconciliation of existing and newly encountered knowledge, with the leader either assimilating the new element

to an established schema or accommodating new knowledge by breaking down and reconstructing an existing schema. There appears no consensus as to how assimilative and/or accommodative learning occurs. For example, Knowles et al. (2015) puts experience as central to the adult learning process in order for learning to be meaningful. In contrast, Mezirow (2009) considers reflection to be the defining quality of adult learning and the means of changing perspectives. Indeed, Coffield et al. (2004) in their review of learning styles and pedagogy identified 71 learning styles models.

However, the most prominent learning framework accepted and utilised within the HRD profession, if taken as cited by the web content of three main UK professional management bodies, is Kolb's (1984) Learning Cycle (Chartered Management Institute 2015b; Chartered Institute of Personnel and Development 2015a; Institute of Leadership and Management 2015). It was originally conceived as a four phase cycle of Concrete Experience; Reflective Observation; Abstract Hypothesis; and Active Experimentation, with the learning process requiring movement through the complete cycle. Kolb's more recent work (Kolb & Kolb 2005) stresses that learning takes place against a map of the four learning territories; learning being a process of locomotion through the learning territories, albeit not necessarily cyclical. The experimentation and experience territories provide the opportunity to challenge existing schema and the reflective observation and abstract hypothecation territories produce assimilation or accommodation leading to skills mastery and/or identity formation.

Cognitive constructivism and leadership development

In terms of formal leadership development, Stewart et al. (2011) posit that technical learning pedagogies such as lecture, discussion and case study, all elements, *inter alia*, to a greater or lesser degree of a leadership development programme, rarely allow students to understand and challenge their own schema. However, from a practitioner's perspective this statement seems a little pessimistic. Certainly, the case programme (see Chapter 4) provides conditions for participants to foster the cognitive conflicts required to create new knowledge (Goel et al. 2010) through exposure to vicarious leadership action and experience, and through evaluation of their opinions and abilities by comparison with others (Schunk et al. 2010). The recurrent emphasis on reflective practice encourages participants to reduce the consequent "cognitive dissonance" (Festinger & Carlsmith 1959 cited in Hock 2009) through reflective observation and abstract conceptualisation. Thus it can be seen that a formal learning intervention can kick-start or accelerate the journey through the learning territories. The process of assimilation and/or accommodation required to successfully move from leadership knowledge to knowing to practice, however, is likely to entail an individual completing many phases of the learning cycle or movement between learning territories well beyond the formal development intervention.

On return to the workplace, new knowledge has to be translated into knowing and practice, and new knowledge may be challenged (Lynch et al. 2006). How, therefore, does the social network influence

a leader's learning territories and, importantly – with Beusaert & Segers (2013) and Senge (2006) considering reflection can only lead to increased competency if there is action upon reflection, and Burn et al. (2010) and Dalton (2010) arguing experience gained through action is only of value if resources are used to inform, interpret and respond to that experience – how does the social network encourage continuing recursive movement through the learning territories?

Active Experimentation/Concrete Experience

An obvious starting point is that actors within the social network may provide the leader with the opportunity to experiment and gain the right sort of experience. Dragoni et al. (2009) and Renta-Davids et al. (2014) both provide evidence that the quality of developmental assignments relates to end-state competences. However, Day & Antonakis (2012) advise that, although there is a long held assumption on the part of practitioners and researchers that experience plays an important role in effective leadership, empirical evidence for this assumption is far from definitive. Indeed, research by Ericsson et al. (2007) indicates that it is not experience that leads to skills development but the amount of deliberate practice undertaken. Findings from expert performance literature conclude for a wide range of domains including professionals that it takes a minimum of ten years or 5,000 to 10,000 hours of dedicated practice to achieve minimal expert status in a given domain (Ericsson & Williams 2007; Tuffiash et al. 2007). If this holds true in the leadership domain, opportunity to practise the skills integration identified in section 2.2 is, by itself, insufficient. How can a leader's social network help stimulate deliberate and dedicated practice during such an extended period? However, as Rosenzweig (2014) reminds us, certainly as one's career progresses, not all leadership and management activities offer opportunity for repetition and deliberate practice.

Another role of the social network may be in the provision of feedback. For example, Young & Steelman (2014) conclude that a favourable feedback environment offers sense-making opportunities supporting identity formation. Indeed, Avolio (2005: 163) declares that it is difficult to imagine how someone can develop to their full potential as a leader without receiving some feedback to validate their experience, at least in terms of how others perceive them as a leader. The importance of feedback for learning translation is endorsed by a number of quantitative studies, although not leadership related (for example, Van den Bossche et al. 2010; Velada et al. 2007). Van den Bossche et al. (2010) conclude that the number of sources of feedback is important; Steelman & Rutkowski (2004) that managers can be motivated by unpleasant feedback, if the source is credible; Mulder (2013) that reflection can be stimulated by feedback. However, Smither et al. (2005) in their narrative review, albeit of earlier studies, finds contrasting evidence between feedback and performance improvement. Their related meta-analysis produced a positive but small magnitude of improvement. Equally, it should be noted that a recent study by Mulder (2013) based on an examination of learning logs is generally inconclusive as to what types of feedback lead to informal learning activity.

Observation/Abstract Hypothesis

Reflection *in action* can be seen as the unconscious competence stage of leadership practice, a state in which professionals draw on their experiences continuously with “recourse to repertoire” and engage in “dialogue with the problem” (Schon 1991: 138). However, the pre-requisite stage of conscious reflection *on action* was noted by Dewey as early as the 1930s as an important part of learning if we are to make personal meaning from experience (Dewey 1933 cited in Tarricone 2011). Certainly, at least one recent leadership case study records the value of the reflection taught in their programme as particularly helpful in supporting participants’ learning (Lancaster & Di Milia 2014).

However, the action of reflection is not a given. Further, Down (2011) raises concern that other than the conceptual double loop of problem solving and reflective thinking, the precise mechanism of reflection is unclear. Wilner et al. (2012) cites an abstract model by Smyth (1992) which suggests the reflection process has four levels: Describe – to analyse practical experiences post-factum; Inform – to uncover the principles that drive our actions and inform ourselves about where they come from; Confront – to question the legitimacy of the practice as is; Reconstruct – to act in the world in a way that changes it. A study by Brown, McCracken & O’Kane (2011) of reflective learning logs kept by 75 participants on a leadership development programme suggests reflection (as recorded) rarely gets passed the Description stage.

Perhaps Schon (1991: 62) provides an explanation for this premature halt. When a practitioner reflects in and on his own practice, the “possible objects of his reflection are as varied as the phenomena before him and the systems of knowing-in-practice which he brings to them”. This unstructured and unbounded nature of reflection demonstrates the infinite space of learning but the downside, perhaps, is that it has the potential to diffuse the learning in this territory and hence dilute or stop the learning process. It is possible that a leader’s social network has the potential to provide a structure in which to focus and encourage reflection. Certainly, Mulder (2013: 53) notes that there is “something between the feedback incident or event and performance, namely processing the feedback mindfully and deeply” which may depend on the organisational culture.

Part of this culture may be deliberately making the space for reflection (although the two hours a day to be put aside by professionals to reflect on their actions and draw conclusions recommended by Ericsson et al. (2007) seems unrealistic). With language both reflecting and constructing reality (Kolb & Kolb, 2005; Warhurst, 2012), the social network may, however, provide the opportunity for successful reflection and meaning making of experiences through good conversation. Certainly, a lack of peers in the workplace with whom to converse was seen as the most restrictive influence on entrepreneurial learning transfer amongst small enterprise owners (Florence 2003, cited in Higgins & Mizra 2012). Whether such informal conversation is sufficient is unclear but it should be noted

that Wegener (2014) proposes a more prescriptive facilitation model which includes objects (learning logs); reflection zones (meetings); and reflection facilitators (teachers).

Social constructivism

Principles

Turning to social constructivism, Johnsson & Boud (2010: 360) explain that “learning is discovered and generated together with others from a complex web of contextual, interactional and expectational factors”. Similarly for Lave & Wenger (1991: 19), learning is not only changed but is generated in the contexts and conditions of practical engagement; “agent, activity, and the world mutually constitute each other”. Thus, a leader’s social network is inextricably linked with the leader’s learning process. However, the operationalisation of how individual knowledge, knowing and practice is generated through social interaction is an underdeveloped area of the education literature. Thursfield (2008) cites Elkjaer (2004) who states that although situated learning theory is a good theory, it fails to demonstrate how and what people learn through practice. Thursfield suggests that our poor understanding may be due to the informal, incidental and practice bound nature of social learning which makes learning and work practices difficult to separate from one another. Handley et al. (2007) agrees suggesting that if learning is a normal part of everyday practice, it becomes impossible to isolate and then research it as though it were a discrete process.

Two widely recognised social constructivist conceptual architectures worth exploring in the context of leadership learning are the Zone of Proximal Development (Vygotsky 1978,1986 cited in Cross 2009) and Communities of Practice (Lave & Wenger 1991).

Zone of proximal development and leadership development

Borthick et al. (2003) cite Vygotsky’s definition of the zone of proximal development as the distance between the level of mastery and understanding a learner can reach on his or her own, and the level which can be achieved through interacting with a more ‘knowledgeable other’. Vygotsky’s premise was that internalisation of knowledge occurs faster when a learner has assistance, particularly where it facilitates learning experiences that support the gradual development of capabilities, permitting cognitive and social processes to mutually support each other (Borthick et al. 2003). Further, the progression across the zone of proximal development requires some form of ‘scaffolding’ until the learner is able to practise without assistance. A means supported by Scales (2008) who suggests that a learner needs a framework, a structure in which to locate the elements of learning. Senge (2006), too, declares that the absence of an appropriate scaffold to help people integrate learning and working has probably limited more organisational learning initiatives than any other factor.

No literature has been found exploring how a formal learning intervention impacts on the zone of proximal development. However, it can be seen how several actors within a leader's work network may fulfil the role of the more knowledgeable other(s). Certainly, within the case programme, the delivery team and fellow participants may also satisfy this requirement.

With a learning culture defined by Storberg-Walker & Gubbins (2007) as a network of learning relationships, it is easy to appreciate how the leader's social network can provide the scaffolding aspect of Vygotsky's hypothesis, as well. For example appraisals with the line manager, learning action sets with peers, 360 degree feedback from the leader's team etc. may all offer a framework in which to structure leadership learning translation. Scaffolding could also be provided by the social network's modelled behaviour, with the leader adopting observed behaviour and emotional responses as a mental framework for their own purposes (Bandura 1971). Schunk et al. (2010) suggest that modelled behaviour goes further than this, conveying information about consequences and acts as a prompt, greatly expanding the range and rate of learning.

Community of practice and leadership development

A community of practice is a "set of relations among persons, activity, and the world" (Lave & Wenger 1991: 98). "Learning is not merely situated in practice – as if it were some independently reified process that just happened to be located somewhere; learning is an integral part of the generative social practice in the lived-in world" (Lave & Wenger 1991: 35). Specifically, learning takes place through a cognitive apprenticeship, through 'legitimate peripheral participation', with apprentices gradually moving towards the centre of the community as their practice develops.

Similarly, no literature has been found considering the impact of a workplace community of practice on leadership development. Both Wegener (2014) and Handley et al. (2006), however, assert that workplace learning is far more complex than a one-way movement from periphery to centre. Further, whether the concept of 'apprenticeship' is appropriate to leadership practice is debateable. Does the translation of leadership knowledge into practice offer the opportunity to focus initially on the simpler tasks, was part of the leadership task previously being performed by someone more masterful or just performed by the novice less well? Equally, whether the concept of community of practice is still valid is scrutinised by Roberts (2006) and Macpherson & Clark (2009). They argue that notions of community boundaries and homogeneity are difficult to sustain in the contemporary workplace, let alone the longevity of participation necessary to create a stable identity.

The concepts of influence on learning trajectory and of 'situated curriculum' (Lave & Wenger 1991) are useful, though, in considering the role played by a leader's social network on his or her attempts at learning translation on return to the workplace. Lawrence (2011) suggests a return from training potentially results in trying to bridge two distinct networks which may threaten to transform the

knowledge and practices of the extant community. For Handley et al. (2007), practice and identity construction involves continual negotiation between identity work by the individual and identity-regulation by the social network. Thus, learning translation may get choked off by the dominant social structure, corresponding to the critical leadership perspective.

Note that Roberts (2006) proposes the importance of other forms of participation including participation within networks of practice (looser communities) and collectivities of practice (temporary communities) in providing a further range of possibilities for individual participation and learning. In respect of leadership learning translation, it is therefore possible that in addition to the immediate organisation, the leader's professional network and the case programme itself may influence the situated 'curriculum' and the leader's developmental trajectory. Certainly, Warhurst (2012) identifies an informal community of practice associated with an MBA programme providing a forum for identity development of equal developmental value to that of the formal curriculum. Handley et al. (2006), infer that the site for self-development is not in a community but in the brokered space between multiple communities.

2.3.4 SUMMARY

This section of the literature review infers that the traditional metaphor of learning 'transfer' is inappropriate given the adaptive nature of leadership learning transfer where learning is constantly adapted and renewed in the face of new situations. The term learning 'translation' is therefore used going forward, in respect of leadership learning. Further, in the context of leadership development, there is an important distinction between knowledge, knowing and practice. Whereas, the transfer of knowledge can occur during the leadership development programme, the translation to knowing and practice can only really take place in the workplace. Hicks et al. (2009) suggest, that in comparison to professional knowledge, professional practice remains relatively unexplored. Indeed, there are consistent calls for a better understanding of this interplay between structured learning and workplace learning and for how it can be supported (for example: Boud & Hager 2012; Ellstrom & Ellstrom 2014; Wegener 2014).

Both cognitive and social constructivist theories are useful, their relative superiority depending on whether leadership practice is conceived to be a consequence of the leaders' own beliefs or a product of the wider workplace norms. Although functionalist leadership may align more closely with cognitive constructivism and dialogic leadership with social cognitivism, Figure 2.2 has been constructed to illustrate the commonality of concept in how a leader's social network may influence learning translation either indirectly as a backdrop to cognitive constructivism or directly through social constructivism.

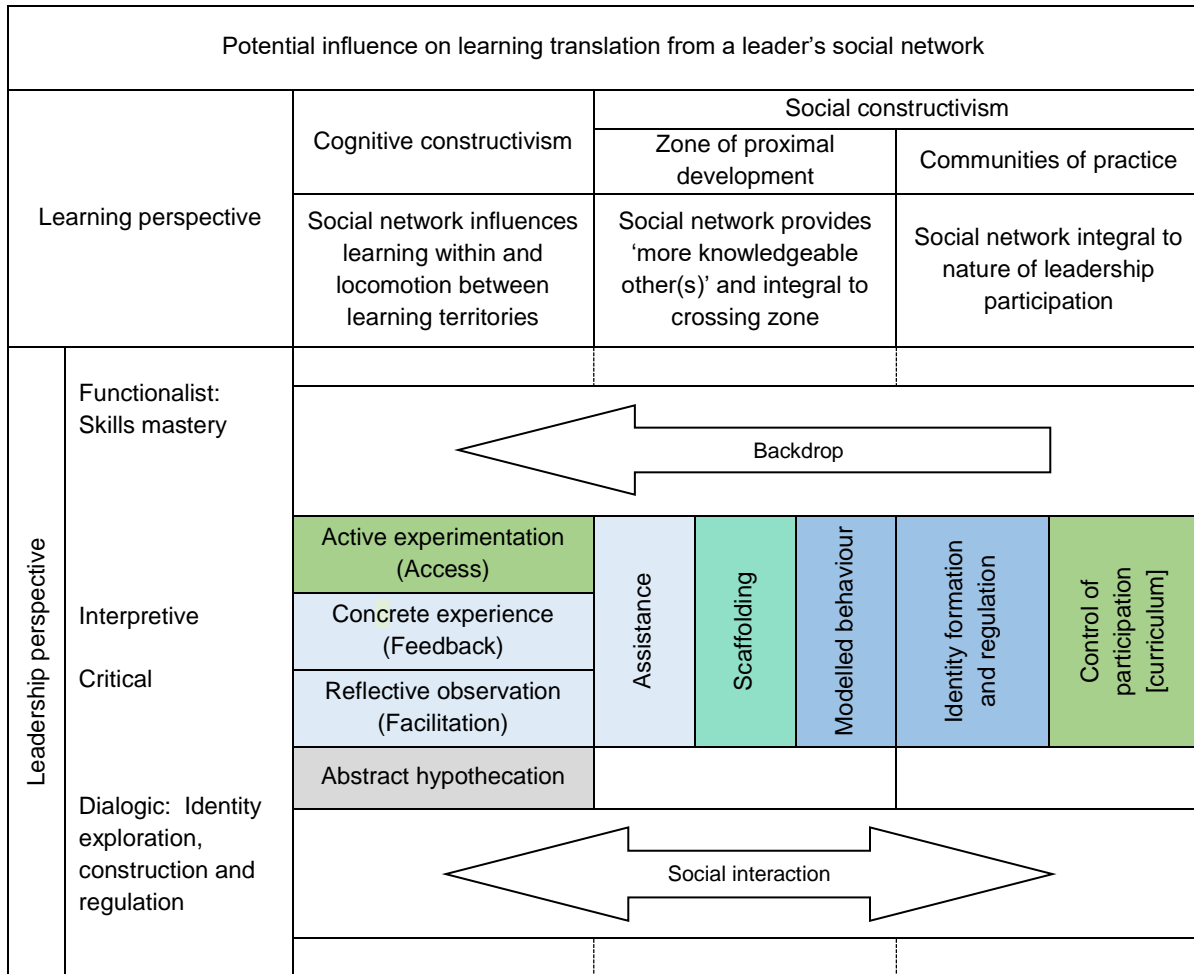


Figure 2.2: Potential network social capital influence depending on leadership and learning perspectives

Thus, four distinct activities through which a leader's social network may influence cognitive and/or social constructivism learning are recognised as follows: Access to active experimentation/control of participation; scaffolding and structure within which to locate learning; assistance with locomotion through learning territories; identity formation and regulation/behaviour modelling.

We need to consider how social network activity influences the leader's learning translation, either consciously or unconsciously, so as to develop competence mastery and/or develop identity. Lave & Wenger (1991) warn against assimilating social learning to the teacher/learner dyadic form characteristic of conventional learning studies. Certainly, the consideration of learning theories above, shows the opportunity for a far wider range of social network actors to influence learning translation than merely the line manager.

Macpherson & Clark (2009) suggest that focusing on managerial agency, routines, practices or network of practices may provide a way of tracing the social associations which mediate learning activity and through which learning in the workplace occurs. Equally, Ardichvill (2003) argues that if cognition occurs not just inside the heads of individuals but also in cognitive systems comprised of

multiple interacting individuals and the artefacts they use, the unit of analysis in research should not be the individual but the interaction between the individual and the environment. Examining learning from a network social capital perspective is one way of locating and understanding these social connections.

2.4 EXTANT LEARNING 'TRANSFER' RESEARCH

2.4.1 INTRODUCTION

With the previous sections of the literature review providing a conceptual understanding of how a social network may influence a leader's learning translation contingent on leadership and learning perspectives, this section moves on to consider the evidence in practice. It should be noted that the "lack of [transfer] research with management samples representing 'soft skills', ... interpersonal skills that require a mix of attitude, cognition and behaviour to be employed effectively" (Gilpin-Jackson & Bushe 2007: 982), and on adaptive transfer in general, requires the literature to be widened to include other training contexts. For clarity, in this section, studies appertaining to leadership samples are denoted with two asterisks, for example Simmonds & Tsui (2010)**; to management samples with one asterisk, for example Pham (2012)*; and to non-leadership/non-management samples with no asterisk, for example Ellstrom & Ellstrom (2014).

The Baldwin & Ford (1988) conceptual Model of the Transfer Process originating in the psychology school dominates the field and is used to structure literature reviews and meta-analyses in HRD and management publications (for example: Burke & Hutchins 2007; Blume et al. 2010; Grossman & Salas 2011) and form the basis of most transfer articles (for example: Homklin et al. 2014; Lee et al. 2014**; Renta-Davids et al. 2014; Zumrah & Boyle 2015). The model considers transfer in two stages: learning and retention, and generalisation and maintenance; the latter considered as necessary state for transfer to have occurred. Transfer determinants are arranged into three input groups: Trainee Characteristics; Training Design; Work Environment. Its continuing consideration as a primary transfer model perhaps confirms the track-bound approach to research raised by Alvesson & Sandberg (2013), discussed in section 2.1, above.

The Work Environment grouping is of most direct relevance to understanding how a leader's social network may impact on learning translation. Research into this group is a relatively new field, in comparison. Baldwin et al (2009: 56) in their twenty year review of the progress in learning transfer research note that despite Baldwin & Ford (1988) highlighting a need to operationalise the key work environment variables facilitating or inhibiting learning transfer, "such research continues to be slow to emerge". As will become clear, the results are inconclusive, with questionable validity to leadership and the signposts unclear for HRD practitioners.

2.4.2 CURRENT KNOWLEDGE OF LEARNING TRANSLATION IN THE WORKPLACE

Most of the knowledge of work environment determinants of learning translation is derived from US, positivist, linear studies, largely focussing on single dyadic influences on learning transfer success. Using concepts arising from section 2.3 – access to active experimentation/control of participation; scaffolding and structure within which to locate learning; assistance with locomotion through learning territories; identity formation and regulation/behaviour modelling – either providing a backdrop to cognitive constructivism or integral to social constructivism, these dyadic influences are discussed in turn, below.

Line Manager

By far the largest area of study is the relationship between the line manager and the participant, probably explained by the line manager most naturally, but not necessarily exclusively, fulfilling the role of more knowledgeable other. It should be noted that while the term ‘supervisor’ is predominant in the literature, the term ‘line manager’ resonates more strongly with the researcher’s colleagues and so will be used within this review.

Access to active experimentation/control of participation

The line manager is in a unique position to create the necessary “practice fields” and “rehearsal halls” (Senge 2006: 300) for the practising leader. The consequent opportunity and associated autonomy to try out learning is related to transfer success in a number of quantitative studies, for example: Awoniyi et al. (2002)*; D’Netto et al. (2008)*; Pham (2012)*. Conversely, Lancaster et al. (2013)** and Nikandrou et al. (2009)* report a lack of opportunity to participate to explain low levels of transfer, with trainees feeling betrayed by being denied the right to exercise new knowledge and skills; Bradley et al. (2012)* record a similar frustration, particularly amongst junior managers. The Commission on the Future of Management and Leadership (2014), too, notes a reluctance to let managers employ their new knowledge and skills.

Opportunity to use or to experiment also assumes possession of the requisite resources as well as occasion. An explanation of lack of time and/or workload pressures is offered for low levels of transfer in qualitative studies by Clarke (2002); Lim & Johnson (2002); and Simmonds & Tsui (2010)**. However, Gilpin-Jackson & Bushe (2007)** suggest lack of opportunity may be put forward as an excuse. Their study found comfort and willingness to experiment to be more important transfer variables than opportunity; the inference being those leaders who are comfortable and willing will find opportunities.

Scaffolding and structure within which to locate learning

The line manager is also in a position to provide scaffolding in terms of goal setting and accountability. Largely on the work of Locke & Latham (2002), the importance of setting learning goals by participants is a 'taken as read' assumption by HRD practitioners. Quantitative studies by Brown (2005)*, Brown & Warren 2014* and Richman-Hirsch (2001) showing correlation between goal setting and learning transfer are supported by qualitative studies by Austin et al (2006)* and Simmonds & Tsui (2010)**. However, the studies show a lack of conformity as to the timing of goal setting and to the distinction between learning and performance goals. Further, Ordonez et al (2009) warn that goal setting can cause adoption of a too narrow focus.

The mechanism through which the line manager and goal setting works on learning transfer is unclear. Van den Bossche et al. (2010) suggest that learning goals work through reinforcement for learning but Sofo (2007)* proposes that it is the element of accountability which is important. Equally, given the earlier discussion in section 2.3.2, goals perhaps provide a boundary to the unbounded nature of the workplace learning space.

Assistance with locomotion through learning territories

A succession of learning transfer literature surveys for example: Baldwin and Ford (1988); Burke & Hutchins (2007); Grossman & Salas (2011) refer to a number of empirical, meta-analytic and qualitative studies indicating the importance of line manager support. Indeed, line manager support emerges as one of the strongest predictors of training transfer within a meta-analytic review by Blume et al. (2010). Recent multiple case studies by Ellstrom & Ellstrom (2014) demonstrate that supportive line managers lead to achievement of a wider range of learning outcomes.

Qualitative studies by Austin et al. (2006)*, Gilpin-Jackson & Bushe (2007)*, Lancaster et al. (2013)** and Lim & Johnson (2002) suggest that key elements of line manager support relate to discussion surrounding the application of the training; involvement with the training; and the use of positive and timely feedback.

Quantitative studies demonstrate that the support mechanism works through the flow of motivation resources. For example: line manager support effects motivation to learn (Colquitt, LePine & Noe 2000), motivation to participate in training (Chiaburu & Tekleab 2005), motivation to learn and intention to transfer (Al-Eisa et al. 2009)*; motivation to transfer (Chiaburu et al. 2010)*, motivation to persist in learning orientated improvement activities (Scaduto et al. 2008*). Other quantitative studies suggest that the line manager's support may work through the trainee's personal capacity to transfer (Kirwan & Birchall 2006)*. Further, line manager support is shown to fully or partially mediate individual trainee characteristic variables of self-efficacy (Al-Eisa et al. 2009)* and learning goal orientation (Chiaburu 2010)*, and organisational culture (D'Netto et al. 2008*; Scaduto et al. 2008).

However, the evidence base is contradictory with a number of studies across differing cultures and types of training failing to demonstrate a significant relationship between the line manager and learning transfer. For example, Van der Klink et al. (2001), in two separate studies find no convincing evidence for the impact of line manager behaviour on the transfer of training; Awoniyi et al. (2002)* in their study of both hard and soft professional enhancement training find line manager encouragement not to predict training transfer; and Velada et al. (2007) and Homklin et al. (2014) report, contrary to their expectations, line manager support was not significantly related to transfer. Sofo (2007)*, similarly, concludes that lack of line manager support cannot be considered a major cause of inability to transfer learning.

This mixed evidence may be due to varying definitions of line manager support. For example, Holton et al. (2007) argue that the different conclusion reached in learning transfer research largely have their root in the custom-designed scales and scales with questionable psychometric properties. Further, Ellstrom & Ellstrom (2014) assert that what we mean by managerial support lags behind the widespread belief in its importance and further research is required to more fully explore the meaning.

Identity formation and regulation/behaviour modelling

Allen (2007) asserts that modelled behaviour in the workplace can either help or hinder leadership development initiatives by demonstrating acceptable leadership conduct. Despite this modelling role being a logical application of social learning theory, little research has been found considering the impact of line manager as role model on learning transfer. 'My line manager serves as a work model' has been located as a survey item within a study to measure line manager support (Awoniyi et al. 2002)* suggesting that modelled behaviour flowing through a social network may be rolled up within a more generalised 'support' variable discussed above.

Behaviour modelling may not be a purely dialogic resource. Studies by Austin et al. (2006)*, Franke & Felfe (2012)**, Lancaster et al. (2013)** and (Martin 2010)* discuss the importance of modelled behaviour serving as cues to remember the use of new skills and providing orientation on which behaviours are likely to be rewarded.

Peers

Although the term 'co-worker' is used in some parts of the literature to describe a member of the organisation at a similar horizontal level, 'peer' is more widely recognised in the UK and is therefore used in this section.

Clarke (2002: 157) in his qualitative study concludes that “it may well be that the strength of professional associations and relationships within organisations mean that peer support mechanisms may be of far greater impact in determining the transfer of training than the emphasis that has been laid on line manager support in the training transfer literature”. A rationale is that peers present a more proximal influence in contrast to the more distal and intermittent influence of line manager (Chiaburu 2010)* and that the peer repository of emotional and behavioural resources is larger and easier to draw from (Chiaburu & Harrison 2008). Further, flatter organisational structures and increased team-based work translate into more frequent and more meaningful lateral interactions (Chiaburu & Harrison 2008; Hawley & Barnard 2005*; Murphy & Kram 2010*). In the same way that that family, peers and community shape early behaviour development, with peers being the most important by teenage years (Sebald, 1986 cited in Jordan, Carlile & Stack, 2008), could it be that line managers, peers and organisation correspondingly influence workplace behaviour with peers again having the dominant role?

Assistance with locomotion through learning territories

In their literature review, Grossman & Salas (2011) conclude that there is “little doubt that support from both peers and line managers does matter”. This assertion is supported by a range of studies, for example: Chiaburu (2010)* shows the influence of peer support on transfer and maintenance is as important at 12 weeks post training as it is immediately post event; and a meta-analytic study reported by Leimbach (2010) ranks peer support above that from the line manager.

In a similar vein to line manager assistance, a meta-analysis by Colquitt et al. (2000) indicates that peer assistance works through influencing motivation to learn and a more recent quantitative study by Lee et al. (2014)** through impacting on motivation to transfer. Austin et al (2006)* cites Liedtka, Weber & Weber (1999) to suggest this motivation may arise through perceived utility of training. Alternatively, a qualitative study by Gilpin-Jackson & Bushe (2007)** suggests that peer support works through giving participants confidence to transfer.

The importance of peer provision of feedback in helping learning is recorded in a multifactor analysis by Kirwan & Birchall (2006)* and a qualitative study by Simmonds & Tsui (2010)**. In support, Mulder (2013) shows that the research participants recorded in their learning transfer diaries more feedback incidents from colleagues than from line managers, although this should not necessary be taken that peer feedback is considered more valuable.

As with line manager support, it would be wrong to assume that the relationship between support of peers and transfer success is universal. In a follow-up quantitative study to the qualitative study by Gilpin-Jackson & Bushe (2007)** discussed above, line manager support correlated with transfer but peer support did not. Similarly, Pham et al. (2012)* find no evidence for peer support in their three

month longitudinal post-MBA study. Equally, the qualitative study by Sofo (2007)* finds peer support to be important to management trainees but not to academics.

Identity formation and regulation/behaviour modelling

Chiaburu & Harrison (2008) demonstrate that peer support is negatively related to role ambiguity. Chiaburu (2010)* argues that peers, through their behavioural support or discouragement, help shape beliefs about what an employee should or should not do. Such influence is confirmed by Takeuchi et al. (2011) who finds that peers close to the employee act as a social referent and provide cues to exert influence on the line manager-employee relationship. Similarly, a qualitative study by Simmonds & Tsui (2010)** records the open-mindedness and candidness of peers allow discussion of shared challenges. Conversely, McCracken, Brown and O'Kane 2012)** establish how closed-mindedness controls identity regulation in a public sector example.

Mentor and/or Coach

Although there is a body of work relating to the role of workplace mentors and/or coaches and workplace learning, the participants on the case programme did not have access to these learning resources. This absence of additional formal support mirrors my professional practice generally where very few participants on programmes delivered by my company have a formal mentor or coach in the workplace. As such, the role and potential social capital influences of a mentor and/or coach are excluded from this section of the literature review. However, factors associated with successful coaching and/or mentoring outcomes are discussed under social networks and relational quality in section 2.5.4, below.

Less Frequently Researched Internal Social Actors

There are other workplace relationships which have the potential to influence learning translation. It is unclear whether they are less well researched because they are considered less important or whether difficulties within the research context makes them less attractive to study.

Subordinates

Heslin & Latham (2004) suggests that the importance of subordinates may, in a similar vein to that of peers, be growing at the demise of the line manager. Their quasi-experimental study of professional services managers having received upward feedback, albeit not specifically related to learning transfer, shows job performance significantly higher six months later compared with a control group without feedback. Confirmation is provided in a qualitative study by Simmonds & Tsui (2010)** which records that assistance from subordinates, in terms of trust and honest feedback, was rated higher in influencing transfer than support from the line manager.

Lynch et al. (2006)* find an alternative subordinate influence in terms of identity formation and control. Their qualitative study of two-day middle management training concludes that if the manager's team are on board and not cynical, then transfer/transformation is easy.

Senior executive

Lack of senior management assistance explains poor transfer in a number of qualitative studies. This deficiency in support, described alternatively as a lack of openness and inconsistency in senior management approaches (Simmonds & Tsui 2010)** or an inability to listen to ideas (Nikandrou et al. 2009)* effectively closes off the leader's opportunity for active experimentation.

External Social Actors

Molloy (2005) suggests that in contemporary society, with the employer no longer providing sole identity or livelihood and with the ease of communication, developmental relationships are likely to exist both inside and outside of the organisation. Yet, Cotton et al. (2011) observe that most research on developmental relationships continues to be organisationally bounded. Ibarra (2015), too, cautions an excessively internal focus on the immediate organisational network, suggesting professional associations, alumni groups, clubs and personal interest communities all offer new development perspectives. Supporting this wider social network perspective, Rientes & Kinchin (2014) find that, in the 12 months following an in-company professional development programme in higher education, 24% of participants' network learning contacts were outside of their employing institution.

Programme peers

Where qualitative studies consider the wider social network, the role of fellow programme participants regularly emerges.

The value of peer inter-action enabling vicarious participation and assistance through exchange of information and discursive practices is recorded in a number of qualitative studies, for example: Donovan & Darcy (2011); Hawley & Barnard (2005)*; Ladyshevsky & Flavell (2011)**; Murphy & Kram (2010)*; Simmonds & Tsui (2010)**. There are parallels with collaborative learning and co-construction of knowledge between apprentices evidenced by Nielsen (2009). Certainly, Kivland & King (2015)** note the value of a critical mass of peers practising the same skills. However, Cromwell & Kolb (2004)* find no evidence that the perception of peer support post programme influences transfer. Taylor, Evans, & Pinsent-Johnson (2010) caution that the potential for programme peer support depends on the social and normative context (trust, reciprocity, tolerance, respect etc.) within which the programme operates.

Collin & Valleala (2005) and Lancaster & Milia (2014)** show knowledge sharing, collaboration and discursive practice continue post programme. Findings repeated by Hawley and Barnard (2005)* and Murphy & Kram (2010)* despite the focus of their studies being public programmes where participants attending would be returning to different organisations. Rientes & Kinchin (2014) suggest the programme peer network may be more important than realised, with participants in their teaching development study forming as many ongoing learning transfer relationships with programme peers as with individuals outside of the programme. Rientes & Kinchin (2014) caution that there is limited knowledge in the relative quality of programme peer engagement beyond the programme; however, Martin (2010)* demonstrates that programme peer support post programme is sufficiently strong to mitigate the effects of a negative transfer environment.

Professional networks

Professional contacts provide the leader with an alternative community of practice beyond the organisation. Dulworth (2007) and Hoppe & Reinelt (2010) comment on the increasing growth in peer leadership networks, with Meister & Willyerd (2010) predicting professional network learning to be a major consequence of social media technology. By way of example, the study by Rientes & Kinchin (2014) cited above shows that although most learning transfer network links outside of professional development programme were within faculty, 24% were not. These non-faculty links included professional associates, college alumni, colleagues elsewhere and former line managers. Parker et al. (2008) explain that experience of the past and accumulated knowledge no longer guarantees current relevance, with professional peers more likely to identify with the ambiguity and lack of certainty in contemporary situations. Dixon (2006), similarly, in describing the success of the peer leadership network within the US Army refers to relevancy, the meeting of individual development needs rather than institutional objectives, and greater receptivity to advice from someone in their own situation.

Home

There is potential for the home environment to exert an influence on the leader's learning translation either through assistance and/or leadership identity formation. While only one leadership development study has been found which records the importance of a supportive home environment (McCracken et al. 2012)**, Murphy & Kram (2010)* report most part-time MBA students' listing a family member first in describing their developmental network and Rientes & Kinchin (2014), too, report 'partner' in the list of non-faculty ties. Although organisational studies have acknowledged the spill-over between work and family domains (Illies et al. 2011), the above suggests that home may be an underdeveloped area of learning transfer research.

2.4.3 VALIDITY OF EXTANT RESEARCH FOR LEADERSHIP LEARNING TRANSLATION

Leaving aside the limited number of studies relating to leadership learning translation, inconsistencies in results and various criticisms of the quality of learning transfer research in general, there are three specific concerns regarding the relevance of the extant research base for guiding HRD practitioners in improving leadership learning translation.

Single Independent Variable Focus Representing a Socially Situated Activity

The linear approach to learning transfer research in relation to the dynamic nature of organisations is noted by Brinkerhoff & Jackson (2003) who stress that learning transfer involves dynamic inter-relationships between the stakeholders. Yet, despite Baldwin & Ford (1988: 99) concluding that it is “readily apparent that we need to begin research that takes a more interactive perspective”, recent learning transfer literature surveys (for example: Blume et al. 2010; Grossman & Salas 2011) show that research continues to focus, almost exclusively, on a single transfer determinant at a time.

The numerous correlations found between transfer factors in more holistic learning system models (for example: Bates et al. 2012; Devos et al. 2007; Khasawneh et al. 2006; Kirwan & Birchall 2006*; Yamkovenko et al. 2007) suggests a complexity ignored by linear studies. This limitation becomes all the more critical when considering leadership learning translation given both its situated nature and the potential for several members of a leader’s network to simultaneously influence learning translation and for them to offer several types of support activity.

Studies taking a dynamic perspective suggest more interesting relationships. For example: Maurer (2002), in his integrative model, suggests that peers and line managers serve different roles, with peers supporting the use of learning and line managers providing reinforcement for learning; Hawley & Barnard (2005)* that sharing ideas with peers helps promote transfer at six months but this positive peer influence is weakened by a lack of line manager support. Chiaburu & Harrison (2008) sensibly question whether the influence of social agents is additive, interactive or compensatory.

Near Time Models Representing Adaptive Transfer

Despite Baldwin and Ford (1988) drawing up their model to include two specific stages of Learning and Retention and of Generalisation and Maintenance, researchers appears to have concentrated on the first stage of transfer, at times limiting study timeframes further to an assumed pre-requisite stage of transfer intention. Whether this is due to a lack of interest in improving job-specific performance as a human resource development outcome (Bates et al. 2002), the practicality of undertaking research over a long enough timeframe to measure generalisation and/or maintenance, or another reason is unclear. Certainly, Blume et al. (2010) suspect that several reported and conventionally accepted findings might be subject to some re-interpretation if more precise

delineation of transfer measures was considered; and Franke & Felfe (2012)** and Taylor et al. (2009) are critical of the timespan employed to measure effective transfer.

Day & Sin (2011) comment that there has been little or no attention paid either theoretically or practically to the timeframe of application and for cementing learning in leader development, concluding from their quasi experimental study that 13 weeks may not be long enough to bring about positive changes in leadership effectiveness. Hirst et al. (2004)** specifically investigating the interval between gaining new insight and translating this knowledge into leadership behaviour measure a time lag of eight to twelve months. However, the elapsed time of most studies is shorter than this. Excluding the numerous studies which rely on transfer intention alone as the transfer variable, Taylor et al. (2009), in their meta-analysis of 59 studies, show time between training and data collection to have a median and mode of only three months. Similarly, Blume et al. (2010) give the average time between the training and collection of data of 15 weeks. Such limitations lead Yelon et al. (2013: 43) to assert “consequently, our understanding of training transfer is bounded by time”. Thus, bringing the generalisability of results to adaptive leadership learning translation into question.

Where longitudinal data have been collected for management samples, the influence of time period has been significant. For example, Vermeulen & Admiraal (2009)*, in their study of a short middle management programme, shows a dip in transfer three weeks after training; however, in longer term, one year on, transfer is restored. Pham et al. (2012)*, in a study of MBA students, demonstrate no correlation between line manager support and learning transfer immediately after completion of the programme but a significant correlation three months later. In an attempt to understand learning transfer as an evolving process rather than an outcome, there have been numerous calls for longitudinal transfer studies (for example: Brown & McCracken 2009**; D’Netto et al. 2008*; Chiaburu 2010*; Nikandrou et al. 2009*).

Frameworks Based on Organisational Roles Rather Than Developmental Actions or Behaviours

Section 2.4.2 demonstrates that a number of separate dyadic relationships have the potential to offer similar learning ‘resources’. For example, line managers and senior executives can provide the opportunities which allow active experimentation/participation; line managers, peers and subordinates may all have the opportunity to support the leader’s locomotion through learning territories by providing feedback; numerous role holders have the potential to exert influence on identity formation. Further, learning resources are available from more than the workplace community, and may include programme peers, professional contacts and family. It is therefore possible that traditional transfer research, by focusing on the influence of a specific hierarchical or lateral role, may fail to find evidence of that influence if it is being exerted more strongly by an

alternative dyadic relationship or is mediated by the certain actions or behaviours of alternative dyads.

In contrast, the validity of a pan-social network perspective is borne out by learning transfer research on the role of feedback. For example, the study by Van den Bossche et al. (2010) stresses that it is the receipt of feedback that matters, not the source of the feedback. The study went further, finding the number of people providing feedback to be positively related to motivation for and actual transfer of training. Similarly, work by Smither et al. (2005) found multi-rater feedback had small but significant effects on performance through providing participants with richer, and therefore more informative, information.

Such a perspective would fit with the findings of models developed by Kontogiorghes (2004) and D'Netto et al. (2008)* who both give a more prominent role to the learning environment – defined by Burke & Hutchins (2007: 280) as “those situations and consequences in organizations that either inhibit or facilitate the use of what has been learned in training back on the job” – inextricably woven into the fabric of the organisation. Certainly, the extant research base on the learning environment appears more consistent. Mattox (2011) draws on the Bersin Report (2008) on high impact learning organisations to make his case for the underlying culture surrounding the programme being the most important factor in the success of learning and development programmes. Further, work by Gilpin-Jackson & Bushe (2007)** suggests that systemic variables explain most of the variance in utilisation of leadership programme training. In particular, they find that unconscious, unplanned patterns and norms surrounding trainees are more important than conscious and planned attempts to support trainees' use of skills. Conversely, Brown & McCracken (2009)** in their qualitative survey of one-day leadership training, three months post training, note that an unsupportive organisational culture is recorded by over 50% of respondents.

Potentially, then, senior manager, line manager, peer and subordinate influences form a web of learning relationships underpinning the leader's learning environment. Given the socially situated and adaptive nature of leadership learning translation, this web may well be significantly more important than in other types of vocational learning transfer.

However, the imprecise nature as to how 'climate' works – for example, Machin & Fogarty (2004) find climate a correlate of transfer intentions; Richman-Hirsch (2001) that climate moderates post-training interventions; Kontogiorghes (2004) that climate effects motivation to learn, motivation to transfer and outcome expectations; Brown et al. (2011)**; Chiaburu & Tekleab (2005), Lim & Johnson (2002) that climate works through strategic alignment and perceived utility; Bates & Khasawneh (2005) that climate influences other learning dimensions beyond the training programme such as effort and openness to change; Pidd (2004), Prieto & Phipps (2011), Sahinidis & Bouris

(2008) that climate influences workplace identification and consequent contribution; D'Netto et al. (2008)* that climate works as a driver of line manager and top management support – supports the conclusion by Burke & Hutchins (2007) that more clarification is required.

2.4.4 SUMMARY

The potential actions and behaviours of a leader's social network influencing learning translation, as conceptually identified in section 2.3 on knowledge, knowing and practice, are demonstrated within the learning transfer literature. However, much of the transfer literature is positioned within a post-positivist research paradigm thus focusing on a restricted epistemological viewpoint (Lancaster & Di Milia 2014**; Taylor et al. 2010). As such, studies lack usable depth and many extant transfer studies conclude with the need to discover the mechanisms behind the researched relationships. For example, Hawley & Barnard (2005) ask for additional research to look at the line manager characteristics that support training transfer and the specific activities that managers can implement to increase peer support; Chiaburu (2010) requests studies to explain why peers are so important.

Largely based on a learning transfer model over 25 years old, it is not clear whether the inconsistencies and contradictions in the evidence base can be explained by methodological differences or conceptual flaws in its understanding. Thereby, leading Grossman & Salas (2011) to describe the transfer literature as having mixed findings and a lack of synthesis; Leimbach (2010) to contend that the variability from study to study clearly shows the need for further research; and Bhatti & Kaur (2010: 659) to declare the problem may go deeper, the literature on the transfer of learning “still lacks a firm theory behind it”.

The contention by Gilpin-Jackson & Bushe (2007: 997)** that transfer theory, particularly in respect of leadership, needs restating: Leadership training should be considered as an “intervention into an organisation's culture and plan(ned) for accordingly” is endorsed by the evidence presented in this section of the literature review. Certainly, with respect to leadership learning translation, extant linear studies are unable to capture the complexities of a socially situated activity and short term studies fail to encapsulate the adaptive nature of leadership learning. It is uncertain whether further similar studies examining the influence of individual actors within a leader's social network will yield significantly more useful results.

The dispersion of factors influencing learning translation across several dyadic relationships challenges the traditional transfer framework where work environment transfer inputs have been classified by organisational roles rather than developmental actions or behaviours. The dispersion suggests that a network social capital perspective may provide a more productive lens. A change in research emphasis away from specific dyadic relationships and to the actions and behaviours of the social network may produce new and useful insights regarding the underlying structures which

drive leadership learning translation. Such an approach is supported by Hatala & Fleming (2007: 2) who suggest social network analysis can “make visible the social structure in which the transfer of training is to take place”. Similarly, Scaduto et al. (2008) conclude future studies should explicate the relationships involved in the social context of work.

The next Section of the Literature Review, therefore, takes a network social capital perspective on learning translation.

2.5 A NETWORK SOCIAL CAPITAL PERSPECTIVE

2.5.1 INTRODUCTION

As the previous section of the literature review has shown, supportive and/or inhibitive influences on leadership learning translation may reside across and beyond a leader’s workplace rather than emanating from a specific vertical or horizontal organisational role. A social network perspective therefore potentially provides a “useful framework for addressing the importance of social relationships on leadership development” (Bartol & Zhang 2007: 389); the social network providing both opportunity structures that facilitate and constrain actions and cognitive structures that present schemas shaping attitudes and behaviours (Balkundi & Kilduff 2006). Carter et al. (2015: 597) concur suggesting that such an approach provides “a theoretical apparatus with which to articulate and investigate, with greater precision and rigor, the wide variety of relational perspectives implied by contemporary leadership theories”.

A reminder of the definition of a social network and network social capital is appropriate at this stage. Carpenter et al. (2012: 1329) define a social network as a “social phenomenon composed of entities connected by specific ties relating to interaction and interdependence”. Li (2013: 638) provides a similar definition but makes the distinction between the social network and the benefits arising from it: “a social network is a social structure made up of nodes connected by a set of ties. Social capital in turn, refers to the structure, content and perceptions of one’s social relationships in the network”.

The relationship between human capital and social capital implied by a social network perspective is not new within the education literature, with an emerging body of research confirming the impact of social capital on human capital (Field 2008). Certainly, studies over a number of years from seminal work in the US in the 1980s (Coleman 1988) to more recent work in Germany (Roth 2013) demonstrate the influence of a child’s social network on his or her educational performance. Whether a similar relationship extends to leadership learning and performance is less clear.

In respect to leadership, social capital is described as symbiotic with and the contextual complement of human capital (Galli & Müller-Stewens 2012; McCallum & O'Connell 2009). However, Leitch et al. (2013) go further concluding from their qualitative study of an entrepreneurial leadership programme that the enhancement of a leader's human capital only occurs through their development of social capital. Certainly, an increasing attention to social capital skills within leadership development programmes observed by McCallum & O'Connell (2009) suggests that this link between the two forms of capital may have been recognised, if not fully understood, by practitioners.

2.5.2 LOCATING THIS STUDY WITHIN SOCIAL NETWORK AND SOCIAL CAPITAL RESEARCH

Portes (1998) declares social capital the most popular export from sociology into everyday language, applied to so many contexts as to lose meaning. It is therefore important to locate this study within the general body of social network and social capital research. Word count prevents a historical introduction to the research base but readers interested in an introduction to the seminal works of Bourdieu, Coleman and Putnam are directed to Field (2008).

Whereas, social network research examines network formation and change, social capital research considers the outcomes and consequences for network actors (Carpenter et al. 2012) i.e. the extent to which patterns of social interactions matter for individual actors and communities (Kilduff & Brass 2010). The focus of this research is on individual social capital derived from an individual's ego network; the ego network being defined as the social circle of relations surrounding the individual (Balkundi & Kilduff 2006). Social capital is the resources that an individual is able to procure by virtue of their relationship with others in the social circle. These resources are deemed 'social' in that they are accessible in and through relationships (Grootaert et al. 2004).

'Ego' Social Capital Research, the Workplace and Leadership

Li (2013: 638) notes the "burgeoning" body of social network and social capital research applied to leadership and management, mirroring the growth in social network and social capital research applied to organisations, in general, identified by Rientes & Kinchin (2014). The recent interest seems to stem from the assertion that an individual's behaviour and outcomes are largely contingent on the web of relationships in which they are embedded (Carpenter et al. 2012; Rientes & Kinchin 2014; Rivera et al. 2010; Venkataramani et al. 2013) and, thereby, a key determinant of individual, group or organisational performance (Li 2013). Examples include network social capital having correlation with or causal effect on: newcomer job performance (Jokisaari 2013); extrinsic and intrinsic career success (Bozionelos 2008; Blickle et al. 2009; Murphy & Kram 2010); knowledge exchange (Thomas-Hunt et al. 2003); innovation (Gu et al. 2013); judgements and attitudes (Venkataramani et al. 2013).

However, Balkundi & Kilduff (2006) note that there has been little empirical work on individual leadership and network social capital. Further, Bartol & Zhang (2007) comment that, despite widespread recognition of the need for leaders to engage in networking, little attention has been paid to the potential of networks as a means of leadership development. Isolated individual leadership studies have been located but only examining the programme peer element of ego social capital. For example, the value of social capital embedded within a programme cohort is examined by Leitch et al. (2013) looking at its impact on subsequent entrepreneurial activity and by Lu et al. (2013) on MBA programme outcomes. No studies have been found exploring the impact of ego social capital on leadership learning in the workplace. There is potentially useful research, however, within the field of “developmental networks” related to career growth, defined as “*concurrent dyadic relationships that are specifically developmental in nature...but are not limited to a primary mentor*” (Molloy 2005:536) [researcher’s italics].

Developmental Networks

The rationale behind developmental network research is that individuals receive ‘mentoring’ assistance from many people at any one point in time including colleagues, peers, family and community. An individual possesses a “constellation of developmental relations” from varying social spheres (Chandler & Kram 2005: 548) and has access to their own “personal board of directors” to develop their careers (Chandler et al. 2010: 49). Combining social network and mentoring research provides an important new lens through which to view individual development (Higgins & Kram 2001). It should be noted that the research has been undertaken by a small group of academics.

Higgins & Thomas (2001) demonstrate, in their study among junior lawyers, that although the quality of one’s primary developer affects short-term career outcomes, it is the composition and quality of one’s entire developmental network which accounts for long-term retention and promotion. Murphy & Kram (2010: 639) drawing on this study and work by Ibarra (1992; 1995), conclude that “an individual’s developmental network explains greater variance in career outcomes than simply examining traditional mentoring relationships, the supervisor-subordinate relationship, or co-worker relationships”. Further, Murphy & Kram (2010) find non-work relationships are a critical element of the developmental networks of part-time MBA students and offer unique support functions.

A conceptual article by Ghosh et al. (2013: 250) is the only application of developmental networks found specifically applying to leadership development. They propose that a “responsive developmental network is an important factor in determining whether a leader will stagnate in his or her traditional responses or be willing and able to grow as an adult capable of trying new behaviours”.

The developmental network concept has its limitations in that, as currently defined, it is restricted to a group of people who take an active interest in and action towards advancing a protégé's career (Dobrow et al. 2012). However, there are other networks around the focal leader where actor influence on leadership learning translation may not be linked to active developmental support. Ibarra & Hunter (2007), for example, identify three distinct work networks – a personal network who provide a safe space for personal development, akin to the developmental network described above; an operational network of those who help the focal leader do his or her job; and a strategic network more outside the focal leader's immediate control who may assist in understanding strategic context and contribution to organisational performance. As earlier sections of the literature review have shown, the boundary of the social network impacting on leadership learning translation potentially cuts across all three of Ibarra & Hunter's defined networks.

Social capital and developmental network research appears to focus almost exclusively on benefits associated with social ties, thereby providing an incomplete picture of social reality in the workplace (Venkataramani et al. 2013). A social ledger approach, involving not only social assets but social liabilities, is proposed by Labianca & Brass (2006). Framing the ego social network/developmental network to comprise of both positive consequences of sociability and its less attractive features may be a more accurate conception of a leader's social environment. Further, a social ledger approach may be more appropriate given the level of negative asymmetry found within social relationships studies i.e. negative relationships appear to have more significant consequences than positive ones (for example: de Jong et al. 2014; Eby et al. 2010; Venkataramani et al. 2013).

2.5.3 NETWORK SOCIAL CAPITAL CHARACTERISTICS

Despite a large body of work examining social networks in organisational contexts, a comprehensive framework that clarifies this complex body of research is missing (Carpenter et al. 2012; Rientes & Kinchin 2014). This may be due to the intangibility of social networks (Coleman 1988) and/or a lack of programmatic coherence and unintentional neglect of research methods resulting from the explosion in social network research (Kilduff & Brass 2010; Li 2013). However, core concepts of structural and relational embeddedness appear relatively universal and are relevant to leadership learning translation.

Structural Embeddedness

Structural embeddedness refers to the pattern of connections between actors within the network (Nahapiet & Ghoshal 1998).

Number of actor ties and strength

Hatala (2006) notes that a monadic hypothesis would suggest that the more ties an individual has, the greater the level of ego social capital and therefore likelihood for his or her success. Certainly, a

study by Cotton et al. (2011) demonstrates that super-successful basketball players – a sport they argue to be closely aligned to business management – have almost double the size of developmental networks of merely successful players.

Strong network ties – defined as carrying a high level of reciprocity, frequency of communication and emotional closeness (Higgins & Kram 2001) – are shown to support the transfer of tacit complex knowledge (Reagans & McEvily 2003). Given the tacit nature of leadership practice, network strength may therefore be important to learning translation. However, the mechanism is unclear. For example, a study of newcomer performance by Jokisaari (2013) shows network strength to be related to work group performance but not individual performance. Interestingly, Cotton et al. (2011) shows that people exerting a developmental influence through behavioural modelling can be unaware of their influence. Using Higgins and Kram's definition above, these 'virtual' but influential actors possess a network strength of zero.

Diversity and density

Leaders' ego networks may appear very similar when displayed as organograms, each ego network being likely to include a tie to a line manager, peers, subordinates etc., with parallel ties to networks of practice including programme peers and professional contacts, and a common link to home and family etc. However, when displayed as sociograms (depicting inter-connection patterns between network actors), the network diversity and density, and hence potential value contained within the network, may vary.

Whereas diversity describes the amount of variety within the network and range to the number of different social arena (e.g. work, home, community) in which one is active, density describes the interconnectedness of ties within the network i.e. the degree to which actors know each other (Dobrow et al. 2012). Elsewhere in the literature, the terms diversity and density are also referred to as bridging and bonding, and as brokerage and closure (Hoppe & Reinelt 2010). Dobrow & Higgins (2005) show that despite the homogeneity of their post-MBA sample, there is marked variance in density levels of the sample's developmental networks.

The concept of homophily implies tie strength and network density to be highly correlated (Higgins & Kram 2001). As such network density is seen to be a positive attribute in as much as strong ties and the cohesive network formed by those ties can promote a normative environment of mutual trust and reciprocity (Chandler & Kram 2005). So, in the context of leadership learning translation, a dense network may provide the support to encourage the leader to practise new skills and provide trustworthy feedback. However, a dense network also leads to network 'closure' whereby there are sufficient interconnected ties to assure observance of social norms (Portes 1998) and regulate identity. A dense network thereby proves an inhibitor if the new leadership activity/identity is perceived to be non-prototypical of the current community norm. More recent work suggests that

the relationship between density and network influence may be more subtle – both Mouw (2006) and Zagenczyk et al. (2010) propose that advice ties, characterised by cognitive trust reinforce existing professional values; however, friendship ties, being driven by affect as opposed to requirement, countenance the sharing of information which differs from accepted norms in the organisation.

Possession of a less dense/more diverse network offers the leader more varied communication (Balkundi & Kilduff 2006; Bartol & Zhang 2007). There is both quantitative and qualitative evidence for the benefits of such a network: Dobrow & Higgins (2005) show a statistically significant and negative relationship between developmental network density and clarity of professional identity, explained by access to a greater variety of role models and repertoire of selves; Jokisaari (2013) demonstrates a link between lower network density and newcomer job performance; and Kilduff & Brass (2010) cite a comprehensive meta-analysis by Balkundi, Wang and Harrison (2009) showing lower density to be advantageous for innovation and performance at individual level. The qualitative study by Cotton et al. (2011) shows greater career success to be associated with a broader range of developers both within and across communities. Potentially then, in terms of leadership learning translation, the more diverse/less dense the focal leader's network, the greater the access to non-redundant learning resources. Equally, the lesser restriction on individual 'mobility' (Portes 1998) allows the focal leader to span 'structural holes' and become a 'broker' between network clusters.

Relational Embeddedness

Relational embeddedness refers to the type of social capital asset created and leveraged through relationships in the network (Nahapiet & Ghoshal 1998). Although there is occasional descriptive overlap, network relationships are conceptualised as providing capital either through offering instrumental support or through presenting psychosocial support; classified alternatively in the literature as professional or psychosocial support (Dobrow & Higgins 2005), career or psychosocial support (Murphy & Kram 2010), instrumental or expressive support (Molloy 2005). It should be noted that Cotton et al. (2011) demonstrate the concept of multiplexity where two actors can be connected through more than one type of embedded relationship.

Instrumental support

Eby et al. (2013) define instrumental support as actions geared towards facilitating another's goal attainment and give examples from the literature of sponsorship, exposure and visibility. Cotton et al. (2011) incorporate challenging assignments within this classification and also include freedom and opportunity for skill development. Certainly, qualitative studies within the extant literature on learning transfer suggests this latter activity may be particularly important in leadership learning translation.

Psychosocial support and role modelling

Eby et al. (2013) define psychosocial support as actions that enhance another's perceptions of their competence, thereby facilitating personal and emotional development, and cite examples of counselling, acceptance, encouragement and role modelling. Cotton et al. (2011) include friendship and 'inspirer and motivator' (as distinct from a work role model). Murphy & Kram (2010) note the importance attached to emotional support in their study of MBA student developmental relationships in this context. It should be noted that the prevalence of role modelling (both positive and negative examples of management behaviour) recorded in the above study leads Murphy & Kram to conclude that role modelling should be seen as an independent element of relational embeddedness.

Cognitive support

Whereas, instrumental and psychosocial support may be seen as social capital flowing from an individual source, Nahapiet and Ghoshal (1998) includes a third relational dimension, cognitive support, a group dynamic of shared representations, interpretations, and systems of meaning amongst parties. Gu et al. (2013), examining social capital and innovation in research teams, include shared goals and proper ways of acting within this relational dimension. This third dimension is related to the concept of network density discussed above and Portes (1998) cites several studies demonstrating the tight control imposed by community culture on individual behaviour and performance.

It can be seen how these three embedded relational dimensions map to the learning activity concepts of access to experimentation/control of participation (instrumental support), scaffolding and structure within which to locate learning (instrumental support), assistance with locomotion through learning territories (psychosocial support) and identity formation and regulation/behavioural modelling (cognitive support) concluded in section 2.3 to be facilitators or inhibitors of leadership learning translation.

2.5.4 UNDERLYING MECHANISMS

Despite widespread support in the social network literature both theoretically and empirically for instrumental, psychosocial and cognitive support, the mechanisms which give rise to such capital flows are less well explored. This is an important gap in the literature because while Roth (2013) suggests actors can use their social capital like other forms of capital to achieve their aims, Carpenter et al. (2012) propose that social capital possession and capital utilisation are different constructs. Although, the mechanisms underlying capital utilisation are not discussed holistically in the literature, a number of independently examined concepts pertinent to leadership learning translation have been identified and include the quality of the leader-donor relationship, the stability

of the relationship, the level of institutional capital supporting the relationship, and the role of the leader's personal agency. With regard to relational quality, parallels can be found in the coaching and mentoring literature.

Quality of Leader-Social Network Donor Relationship

Whether the leader takes advantage of his or her network social capital may depend on the quality of the relationships, defined by trust or the willingness to rely on another party (Lu et al. 2013). Trust is a widely recognised facet of social capital and represents one of the World Bank's six measured dimensions of community social capital (Grootaert et al. 2004). The coaching and mentoring literature would appear to endorse this contention. Relational trust heads a list of expert-rated factors determining coaching effectiveness (Rekalde et al. 2015) and are shown to be a correlate of both coaching and mentoring outcomes (Boyce, Jackson & Neal 2010; Chen et al. 2014).

Certainly, in their literature review of developmental networks, Chandler et al. (2011) place trust at the head of a list of attributes relating to inter-personal comfort which determine the quality of the relationship. Carmeli & Hoffer (2009) demonstrate that the quality of a workplace relationship fosters psychological safety which allows an employee to feel comfortable taking an interpersonal risk, a prerequisite for workplace learning. Ghosh et al. (2013), too, conclude from their conceptual work on developmental networks and leader development that a safe environment is necessary to enable challenging experiences to be grappled with and reconciled. In support, Chen et al. (2014) demonstrate perceived psychological safety within mentoring relationship partially mediates the quantity of mentoring received.

Storberg-Walker & Gubbins (2007) discuss an alternative facet of trust, with trust associated with the reliability and hence perceived value of the donor's contribution. Gu et al. (2013) cite Newell et al. (2004) as noting reliability to be a pre-requisite for using knowledge from another. It can be seen how both aspects of trust are relevant to leadership learning translation by enabling the comfort to participate in experimentation, the adoption of a dependable role model and/or acceptance of feedback.

Exploring the trust mechanism further, a leader's willingness to trust the donor and/or the information received may be related to the concept of relational co-ordination (Eby et al. 2013; Ghosh et al. 2013). Eby et al.'s meta-analysis into successful mentoring, albeit not in a leadership setting, leads them to propose a framework that places deep level similarity (attitudes, beliefs etc.) and experiential similarity as key determinants of support which in turn drive motivational, attitudinal, behavioural and performance outcomes. From their qualitative study in leadership development coaching in schools, Forde et al. (2012) explain that experiential similarity is important for the donor's credibility and for the insight and, therefore, reliability of their input. In contrast, Bozer et al. (2015) find the coach-

coachee match had little significant effect on executive coaching outcomes and Boyce, Jackson & Neal (2010) that the coach-coachee relational quality (establishing and maintaining trust and building commitment) mediates relational commonality in leadership coaching performance.

Related to trust but looking at a specific dyadic relationship is the concept of Leader Manager Exchange (LMX). High quality relationships create an environment where subordinates have increased levels of trust, empowerment and hence performance (Kang & Stewart, 2007) and have increased training motivation and outcome expectancy (Scaduto et al., 2008). Further, Lee et al. (2014) show line managers to have significant direct effect on transfer of leadership training amongst high performing trainees, explained by the likelihood of high performing trainees being members of 'in-groups' and therefore having more high quality interactions with the line manager. However evidence to support such capital flows related to LMX is not universal. For example, Jokisaari (2013) who expected that a high quality working relationship increases the likelihood that the line manager is more willing to offer resources such as feedback and information to support learning, was unable to find evidence that newcomer LMX was related to newcomer performance in the Finnish public sector.

Relational Stability

With the relentless pace of change, it could be expected that social capital flows may be unstable and both Cummings & Higgins (2006) and Rivera et al. (2010) have found evidence to show that networks are constantly evolving. Cummings and Higgin's study of the developmental networks of ex-MBA graduates found a stable inner core of donors who provide high psychological support but low instrumental support and a less stable outer core providing a mix of psychosocial and instrumental support. It is therefore possible that in organisations with high turnover or regular transfer of staff between positions it may be difficult for a leader to have access to instrumental support.

Institutional Capital

Portes (1998) and Rientes & Kinchin (2014) both question why a donor should provide developmental assistance to a recipient. The answer may lie within the organisation's 'institutional capital' which has the potential to provide structures, systems and network of learning relationships associated with a learning organisation (Storberg-Walker & Gubbins 2007). Certainly, Rientes & Kinchin (2014) conclude that organisational structures and norms impact on learning transfer. Brinkerhoff (2006b) for instance, offers an example whereby by holding line managers accountable for supporting the application of training improves its application from 17% to 65%. Conversely, Leitch et al. (2013) find the absence of a learning culture to be important within the development of entrepreneurial leadership and McCracken et al. (2012) show evidence of continuous structural change inhibiting leadership learning translation. These findings on the importance of institutional

capital are consistent with the results from studies examining systemic variables discussed earlier within the learning transfer literature.

Personal Agency

Dougherty et al. (2008) suggest that developmental initiation is a further component of social capital embeddedness, that actors have the abilities, motivation and proactivity to take advantage of their social network positions to seek out experiences, use feedback and reflect on performance (Kilduff & Brass 2010; Lord & Hall 2005; Johnson 2008; Lervik et al. 2010). This personal initiation is consistent with the proactive nature of dialogic leadership (Day & Sin 2011) discussed in section 2.2.2.

The value of developmental proactivity is supported by a number of experiential studies. For example, Brinkerhoff (2006a) describes a financial advisors programme where the participants who gained best results were those who made use of additional resources to help them; Austin et al. (2006) conclude from their transfer study the importance of the participant seeking and utilising the line manager's support; Young & Steelman (2014) find that feedback seeking behaviour partially mediates the feedback environment; and Blickle et al. (2009) establish a relationship between developmental proactivity and career ascendancy.

Certain leader innate characteristics and skills are put forward as possible determinants of such developmental proactivity.

Although Bartol & Zhang (2007) states personality as contingent in using network resources, Bozionelos (2003) concludes that there is limited support for influence of an employee's personality on their total network resources. Equally, Blickle et al. (2009), examining early career success of ex-MBA students, finds no evidence that intelligence affects learning support received.

Alternatively, Chandler & Kram (2005) and Dougherty et al. (2008) both posit that an individual's developmental level will determine his or her possession of the requisite set of development seeking behaviours. For example, individuals at the more advanced stages of development – interpersonal, institutional, inter-individual levels – are able to accept feedback; institutional individuals are more likely to have networks dominated by peer relationships; inter-individuals to have diverse networks; and the quality of close ties to be less important for inter-individual who will go and find other developers.

There is some evidence suggesting the relationship between developmental level and associated learning behaviours may be generalised to leadership learning. For example: Ghosh et al. (2013)

cites a van Velsor & Drath (2004) study showing leaders in higher developmental levels are more effective in leadership roles, to propose that leadership development and adult development level are inextricably linked; Taylor et al. (2010) suggest that self-reflection, associated with higher developmental orders, is an invaluable part of the learning 'recontextualisation' process; and Galli & Müller-Stewens (2012) demonstrates self-reflection facilitates weak to strong organisational leadership social capital development.

In a similar vein, Boyce, Zaccaro & Zazanis (2010) find the skills of self-instruction and self-regulation to correlate with propensity for leaders to initiate self-development activity and Ciporen (2010) concludes that leaders with personally transformative learning skills recognise noticeably more learning supports to learning translation. This is consistent with the study by Kirwan & Birchall (2006) who find the ability and self-management to deal with situational constraints is a key enabler in allowing transfer to happen, leading them to suggest that developing metacognition may have lasting effects on learning, retention and generalisation of complex knowledge and skills inherent in management behaviour.

If, as Collin (2006) asserts, most concrete forms of learning in the workplace take place within the format of asking for and receiving advice, then a leader's interpersonal skills may affect the value obtained by his or her social participation. Certainly, Higgins & Kram (2001) state that an individual's interaction style can affect the types of networks and relationships that the individual is able to form. A qualitative study by Chandler et al. (2010), however, examining characteristics of people who were seen as successful in building developmental networks suggest that social skills are necessary but not sufficient. Successful developmental network builders are seen to have three additional factors in common: developmental proactivity (they reach out often and broadly); interaction management (they build trust and leave a good impression); and enabling relational attitudes (they assume that people like helping and do not consider lack of reciprocity to be a drawback).

It should be noted that the role of personal agency is not universally accepted. The relative importance of the focal leader's development seeking behaviours is brought into question by Richman-Hirsch (2001) and Lim & Johnson (2002) who find in their respective quantitative and qualitative research that supporting factors initiated by the individual may have less effect on transfer or were less prevalent in responses than organisational influences.

Equally, Ibarra & Hunter (2007) and Portes (1998) believe that social network capital utilisation must be constructed through investment and maintenance strategies with which organisations need to help. This latter point is particularly pertinent in the light of a study by Lancaster & Milia (2014)

where the majority of respondents thought the organisation should take responsibility for their leadership learning translation.

2.5.5 SUMMARY

A network social capital perspective provides an alternative lens to consider leadership learning translation. In particular, enabling it to be examined from the viewpoint of supportive and/or inhibitive social capital flows emanating from ties in a leader's ego network as opposed to activities performed by an individual in a specific organisational role. Hatala & Fleming (2007), Hawley & Barnard (2005) and Van den Bossche et al. (2010) all conclude their learning transfer studies by inviting an investigation of social networks as a means to build understanding of social support and learning transfer. However, despite the body of social network research applied to leadership and management (Li 2013), there appears little research directly related to leadership development and/or learning translation.

The social capital arising through a leader's ego social network derives from the relational embeddedness of the network and takes the form of instrumental, psychosocial and/or cognitive support. It can be seen how these three dimensions map to the social activity concepts concluded in section 2.3 of the literature review. The potential level and polarity of the support may depend on the structural embeddedness of the network (the number, strength, diversity and density of network ties).

Network possession and network utilisation are related but different concepts (Dougherty et al. 2008), with network utilisation not to be a taken for granted assumption. However, the underlying mechanisms which release ego social network capital flows have not been holistically researched. References to relationship quality, relational stability and institutional capital may all be found in the literature but the evidence is partial and its relevance to leadership learning translation is largely conjecture. The role of personal agency in harnessing social capital, in terms of innate characteristics, skills and behaviours, is also a limited area of research. The relative importance of personal agency and its generalisation to the leadership population is, similarly, not clear. Chandler et al. (2011) conclude that it is important to gain a better understanding of the antecedents influencing the value individuals reap from their respective networks relationships. Ghosh et al. (2013), too, call for an improved grasp of the factors that may undermine or reinforce leadership developmental networks.

2.6 CONCLUSIONS AND DERIVED RESEARCH QUESTIONS

The final section of the literature review draws conclusions from the four strands of literature, namely Leadership Development; Learning: Knowledge, Knowing and Practice; Traditional Learning Transfer; and A Network Social Capital Perspective. Thereby, providing a rationale for this research study and guiding the identification of specific research questions.

2.6.1 LEADERSHIP AND LEARNING

The research field in leadership development is immature (Day 2012). The process by which learning from a leadership programme is translated into improved leadership performance is unspecified, and this is not helped by the lack of consensus about leadership itself (Eberly et al. 2013). However, taking an ontological and epistemological perspective (Mabey 2013), irrespective of the leadership discourse chosen – functionalist, interpretivist, dialogic and critical – it is evident that a leadership development programme can only create a novice practitioner. Leadership knowledge needs to be translated into knowing and practice whether through leadership competency development and/or leadership identity formation.

The workplace is therefore a necessary and complementary learning space (Illeris 2009), made more critical in this instance by the socially situated and adaptive nature of leadership which requires learning translation to extend beyond retention and permanency to include contextualisation and renewal (Vermeulen & Admiraal 2009). A number of leadership researchers call for a better understanding of the dynamic interplay between leaders, context and underlying workplace processes to enhance the science of leadership development (Avolio 2005; Day & Antonakis 2012; Kempster & Stewart 2010; Welch et al. 2014).

The traditional concept of learning and learning ‘transfer’ as acquisition and movement fails to capture the chains of recontextualisation (Evans et al. 2010) and individual transition (Beach 2003) which occurs in the move from knowledge to changed practice. A leadership development programme may therefore be seen as preparation for future learning where learning moves from the bounded classroom to the unbounded workplace where “learning is not one dimensional, nor does it occur linearly, we are simultaneously poised on the learning spiral with multiple loops and at multiple phases within that loop” (Down 2011: 208).

The socially situated nature of leadership may suggest that social cognition should dominate the learning spiral but there is limited experiential evidence to support the adoption of such a stance. Rather, an epistemology combining both constructive and social cognitive theories which sees learning as first shaped by social interaction and then followed by an internalisation of that social learning (Elmholdt 2003; Eraut 2004; Tarricone 2011; Wegener 2014) seems an apposite basis on

which to explore leadership learning translation. Thus, allowing leadership learning translation in the workplace to be considered as the leader undertaking iterations of social participation and sense making and/or personal locomotion through a map of learning territories.

The nature of social influence, either as an integral part of learning or as a backdrop, is conceptually distinct, however the mechanisms through which it operates so as to develop leadership competence mastery and/or develop leader identity is less well researched. Four activities through which a leader's social network may influence cognitive and/or social constructivism learning have been broadly identified: Access to active experimentation/control of participation; scaffolding and structure within which to locate learning; assistance with locomotion through learning territories; identity formation and regulation/behaviour modelling. However, there are consistent calls to understand how developmental learning takes place in practice (Boud & Hager 2012; Ellstrom & Ellstrom 2014; Macpherson & Clark 2009; Wegener 2014).

2.6.2 LIMITATIONS OF THE CONVENTIONAL LEARNING 'TRANSFER' FRAMEWORK

The extant literature on learning transfer is extensive but somewhat track-bound in its adherence to a 25 year old model of the transfer process (Baldwin & Ford 1988). The process includes the influence of the work environment as one of three groups of input variables, albeit the least well-researched, determining the success of learning transfer. The value of the work environment research base to the HRD practitioner in offering guidance for improving leadership learning translation is limited by a dominance of positivist studies (Lancaster & Di Milia 2014; Taylor et al. 2010) with their lack of depth on which to extract practical advice and few leadership samples (Gilpin-Jackson & Bushe 2007).

The influence of the work environment is considered from an organisationally hierarchical perspective with studies exploring the impact of individual dyadic relationships on learning transfer or antecedents to learning transfer (typically motivation). The line manager is the most extensively investigated despite the more proximal influence and growing importance of peers being widely discussed (Chiaburu & Harrison 2008; Chiaburu 2010; Clarke 2002; Donovan & Darcy 2011; Murphy & Kram 2010). Whereas, there are quantitative and qualitative studies demonstrating individual correlations and patterns between senior manager, line manager, peer or subordinate influence and learning transfer (typically measured through a non-standardised independent variable of 'support') there are equally examples showing no such relationship. Of concern are the number of studies that fail to exhibit a link between the line manager's role and learning transfer (Awoniyi et al. 2002; Homklin et al. 2014; Pham et al. 2012; Sofo 2007) which runs contrary to the current practitioner paradigm. More recently, the emergence of multi-factor models has not significantly reduced the ambiguity of the influence of dyadic relationships but does give weight to a more generalised variable

of the learning environment (D'Netto et al. 2008; Kontoghiorghes 2004). Further, there is evidence of influence on learning transfer from outside of the organisation (Hawley & Barnard 2005; Murphy & Kram 2010; McCracken et al. 2012; Simmonds & Tsui 2010; Rientes & Kinchin 2014) which appears under-researched.

Learning transfer research to date has mostly taken a short term perspective of learning transfer either examining transfer intention as a proxy for transfer or taking an average time between training and data collection of three to four months (Taylor et al. 2009; Yelon et al. 2013). Given the adaptive nature of leadership learning such timescales are unlikely to be long enough to measure translation into improved practice (Day & Sin 2011; Hirst et al. 2004). Equally, single timeframe studies cannot capture the process by which leadership learning translation occurs. Where longitudinal studies have been undertaken with management samples, the time period affects both the level of translation and the correlation with work environment variables (Pham et al. 2012; Vermeulen & Admiraal 2009). There have been numerous calls for further longitudinal studies transfer (Brown & McCracken 2010; Chiaburu 2010; D'Netto et al. 2008; Nikandrou et al. 2009).

A further limitation of the extant transfer research is its focus on organisational roles i.e. line manager, peer, subordinate and so on. Given a number of organisational roles are able to provide a similar utility within learning translation – for example there is evidence of feedback impacting on learning transfer from line managers, peers and subordinates – it is possible that the linear nature of traditional transfer research, by focusing on the influence of a specific hierarchical or horizontal role, may incorrectly measure that influence if it is simultaneously being exerted by an alternative dyadic relationship. Equally, inaccurate measurement may occur if the influence is mediated by other actions or behaviours within the same and/or alternative dyadic relationships. Thus, the inconsistency in learning transfer results may be due to poor study design and/or poorly designed research scales (Blume et al. 2010; Holton et al. 2007; Taylor et al. 2009) but may also reflect conceptual flaws in the treatment of learning transfer either generally or specifically in relation to leadership learning translation.

2.6.3 VALUE OF A NETWORK CAPITAL PERSPECTIVE

A network social capital perspective, with its “macro focus on the full repertoire of network relationships” (Balkundi & Kilduff 2006: 435), provides not only an alternative lens with which to explore learning transfer but one which appears more pertinent to the socially situated nature of leadership. Although there is a growing body of social network research applied to leadership and management (Li 2013; Rientes & Kinchin 2014), and the relationship between human capital and social capital is not new (Coleman 1988; Field 2008; Roth 2013), no studies have been located which explore the relationship of a social network on leadership learning translation.

A leader's ego social network provides the leader with social capital, both assets and liabilities (Labianca & Brass 2006; Venkataramani et al. 2013), which may influence leadership learning translation. A number of career development and innovation studies show social capital taking the form of instrumental, psychosocial and cognitive support (Cotton et al. 2011; Eby et al. 2013; Gu et al. 2013; Molloy 2005; Murphy & Kram 2010), concepts which can be seen to map to the four distinct activities through which a leader's social network may influence cognitive and/or social constructivism learning translation activities concluded within section 2.6.1, above.

Examining learning translation through the lens of social capital moves the emphasis away from positions in the organisational hierarchy and towards the nature of the social capital itself, irrespective of its origin. Thereby, providing a medium to explore the relative value of different types of social capital flows which may enable or inhibit leadership learning translation.

Although two leaders' social networks may look similar when drawn as sociograms i.e. each has a line manager, peers, subordinates, professional contacts and so on, the value of the social capital that each leader is able to derive from his or her network may be different because the flow and its value depend on the social relationships involved (Carpenter et al. 2012; Grootaert et al. 2004; Kilduff & Brass 2010). Equally, given possession and utilisation are different constructs (Dougherty et al. 2008; Lervik et al. 2010), the leader's personal agency in releasing capital flows may also be important. A social network perspective, therefore, also provides the opportunity to explore the nature of the social relations and underlying mechanisms giving rise to the social capital flows influencing leadership learning translation.

In support, the benefit of integrating social network and HRD literatures is recognised by a number of authors. For example, Kilduff & Brass (2010) declares that it will bring a distinctive lens to the examination of a range of organisational phenomena; Hatala (2006) proposes that by providing a unique insight into the dynamics of the interactions between actors, it will improve the empirical rigour of HRD theory building in such areas as leadership development, training and development and learning transfer; Leitch et al. (2013) assert that the integration of human and social capital will provide a foundation for bridging the gap between the development of leaders and of leadership development as a socially situated process. Importantly, in the context of this practitioner research, Storberg-Walker & Gubbins (2007) suggest that it will enable scholars and practitioners to design training interventions that are more effective.

2.6.4 RESEARCH QUESTIONS

Exploring leadership learning translation through a network social capital lens enables an expansion of the current understanding of the impact of a leader's social network and its embedded social

capital on leadership learning translation. Identifying the related mechanisms underlying social capital formation and flows will enable the subsequent development of more holistic leadership development teaching and learning strategies which extend into the workplace and include the proactive management of network social capital.

The research methodology outlined in the next chapter is therefore designed to answer the following questions:

1. From a leader's perspective, who are the key social network actors influencing translation of learning into changed leadership practice?
2. What developmental roles are recognised by the leader as being played by the social network actors and as forming the leader's network social capital?
3. What mechanisms can be identified which facilitate or impede the formation and flow of the leader's network social capital?

3 RESEARCH DESIGN AND RATIONALE

3.1 INTRODUCTION

This chapter presents a research design and rationale to explore and answer the research questions arising from the Literature Review. It provides an ontological and epistemological perspective as well as a detailed guide to the research approach adopted. The intention is that the transparency of method and analysis will contribute to the validity of the research (Pettigrew 2013).

3.2 ONTOLOGY/EPISTEMOLOGY

With the ‘paradigm wars’ abating over the last ten years (Bryman 2006; Shepherd & Challenger 2013), it was tempting to adopt a pragmatist stance in answering the three research questions, uncommitted to any one philosophy, and choosing the method and techniques that best met the research needs or that was most likely to reveal the blind spots left by extant methodologies. Thereby, perhaps unwittingly, adopting a position that philosophical debates about the constitution of valuable knowledge are limited in their utility since this depends largely on what the question is and how best it can be answered (Brewerton & Millward 2001). However, a study of the Journal of Management Studies’ paper review process, showing that some 70% of rejected papers were returned for flaws in their methods (Clark et al. 2006), suggests that insufficient attention is paid by researchers to research design. In support, Scott & Usher (2011: 10) urge a reversal of the current “disprivileging of philosophical issues” and promote bringing them more to the forefront of the research process.

Advice from Seale (1999) cited in Cousin (2009) is therefore pertinent for the practitioner-researcher, in that although research is a skill relatively autonomous from the need to resolve philosophical debate, there is value in drawing on these resources to develop methodological awareness. Pallas (2001) goes further by suggesting that engaging with epistemology is integral to learning the craft of research. Similarly, Cresswell (2009) argues that although philosophical ideas remain largely hidden in research, the ideas need to be identified because they influence the practice of research. This view is supported by Delattre et al. (2009) who suggest that the researcher’s epistemological stance is critical to understanding the approach taken and the associated research evaluation criteria. The researcher, therefore, cannot be independent of the study and the research methods chosen cannot be neutral tools irrespective of quantitative or qualitative approach.

My early career as an economist provided an introduction to a positivist/quantitative philosophy: reality is independent; phenomena can be modelled and theories tested, allowing logical decisions to be made; knowledge is therefore hard and real. Later career development into strategic management has challenged this view: does the uniqueness of organisations make reality context

specific; does the fluidity of organisations create a complexity which cannot be reduced to a series of law-like generalisations, do other people think in the same way as me; is knowledge therefore contextualised, individual and subjective?

The emerging personal synthesis can be loosely represented as a ‘critical realist’ position, a philosophy alternatively regarded as located within the post-positivist tradition (Hartas 2010) or as a ‘third’ research approach (Tickly 2015) and described by Hannabus (2008: 10) as a “modernist critique, [which] seeks valid amalgams between rationalism and interpretative approaches”. Patomaki & Wright (2000: 224) summarise this position as:

“ontological realism (that there is a reality which is differentiated, structured, and layered, and independent of the mind), epistemological relativism (that all beliefs are socially produced and hence potentially fallible), and judgemental rationalism (that despite epistemological relativism, it is still possible, in principle, to provide justifiable grounds for preferring one theory over another)”.

Thus, there can be multiple perceptions about a single mind-independent reality, a reality which exists but which cannot be fully understood or perfectly apprehended (Bisman 2010). We know the world by means of a medium of perception and thought (Pettigrew 2013). Our interpretation of this reality is construed (rather than constructed) from experiences and discourses.

The downside of adopting a “philosophy of our times” is that the philosophy is constantly being re-written and a consistent vocabulary has yet to develop (Ryan et al. 2012: 301). That said, many critiques examining the application of critical realism to researching a specific discipline (for example: Peters et al. 2013; Tickly 2015; Walsh & Evans 2014) cite Bhaskar’s (1997) three stratified domains as the basis of the critical realist position: the *Actual*, consisting of events; the *Empirical*, consisting of experiences; and the *Real*, consisting of structures and mechanisms.

The exposition of my ‘critical realist’ ontology, thereby providing the scaffold within which the research strategy is chosen and offering a shared language for “readers to ‘appreciate’ [this] research” (Leshem & Trafford 2007: 100) is shown within Figure 3.1 and is best described as follows: The Real domain includes objects (people, organisations, relationships, resources, attitudes) with internally related structures and possessing inherent causal powers and liabilities which result in mechanisms that generate events. These generative mechanisms may not be visible but exist independently with a tendency to produce patterns of observable events under contingent conditions. Mechanisms can neutralise other mechanisms so that ostensibly no change is observable and therefore mechanisms can retain their potential for influencing the world without them actually doing so. The domain is ‘real’ because its effects may be experienced or observed; The Actual domain

contains the events that do (or do not) occur; the Empirical domain is a sub-set of the Actual domain containing those events or phenomena which are experienced or observed.

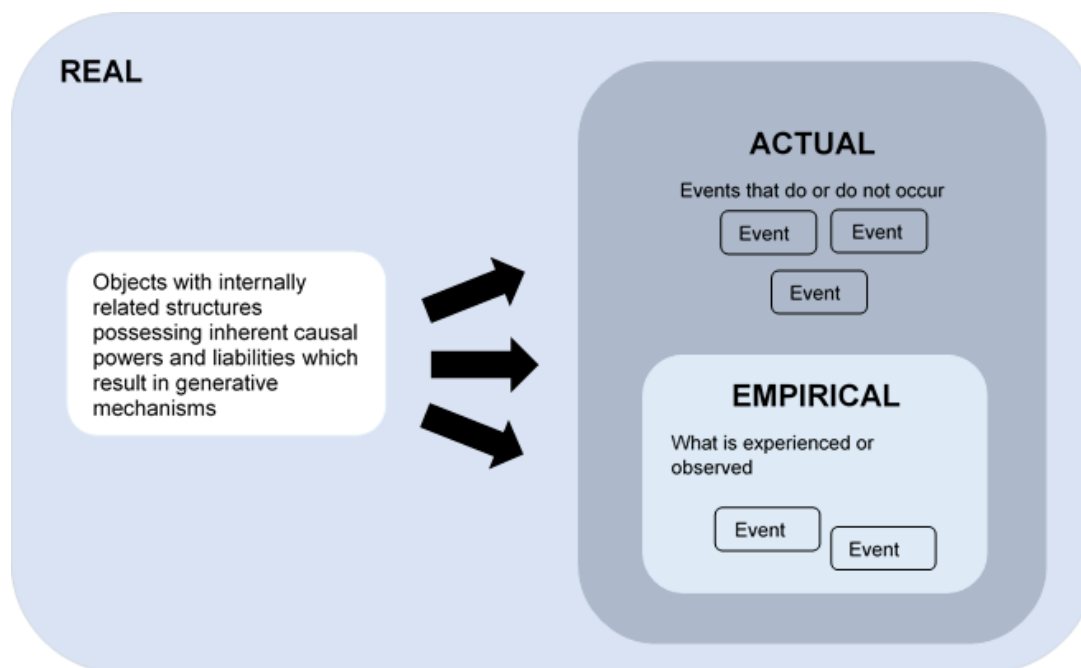


Figure 3.1: Ontology of critical realism derived from concepts by Easton (2010) and Zachariadis et al. (2013)

As the existence of a structure or mechanism does not necessarily bring about a particular event i.e. there are necessary and contingent relationships, causation as constant conjunction is rejected and the identification of causal relations is a more complex affair than that posited by post-positivists. The task of the critical realist researcher is to explore the realm of the Real and how it relates to the other two domains (Alvesson & Skoldberg 2009), using the perception of empirical events to identify the causal mechanisms that give rise to those events (Zachariadis et al. 2013). The objective is to discover how things work in the world (Peters et al. 2013) and to explain or describe, rather than to predict, social behaviour in terms of causal mechanisms that enable or constrain different forms of activity (Reed 2005). The researcher's role is not to "Untangle [the] weave, but in keeping the tangle and looking at the patterns it produces" (Goerner 1999: 138 cited in Ryan et al. 2012).

Whereas, our capacity for knowing mechanisms is situationally determined, these mechanisms are relatively enduring. By comparatively evaluating alternative explanations, it is possible to arrive at reasoned, though provisional, judgements about reality (Easton 2010).

A workable definition of critical realism research is provided by Miles & Huberman (1994: 4) who assert that:

"social phenomena exist not only in the mind but also in the objective world – and that some lawful and reasonably stable relationships are to be found among them. The lawfulness

comes from the regularities and sequences that link together phenomena. From these patterns we can derive constructs that underlie individual and social life”.....“social phenomena, such as language, decisions, conflicts and hierarchies, exist objectively in the world and exert strong influences over human activities because people construe them in common ways”.....“We affirm the existence and importance of the subjective, the phenomenological, the meaning-making at the centre of life. Our aim is to register and ‘transcend’ these processes by building theories to account for a real world that is bounded and perceptually laden”.....“We look for an individual or a social process, a mechanism, a structure at the core of events that can be captured to provide a *causal description* of the forces at work”. [authors’ italics].

This ontological and epistemological perspective is seen as a growing intellectual movement in various social science disciplines (Tsang 2014) with its emergence creating “significant intellectual opportunity” and offering “exciting prospects in shifting attention towards real problems that we face and their underlying causes” (Reed 2005: 1621). With the largely deductive approaches used within the extant literature having failed to provide practical wisdom for improving leadership learning translation, it is the focus on explanation of underlying causes which makes the philosophy particularly pertinent for a practitioner researcher.

In the context of this research on leadership learning translation, critical realism encourages a progressive and retroductive exploration of the influence of a leader’s network social capital on leadership learning translation – who are the influential actors within a leader’s ego network, what is the nature of the developmental roles being played by these actors which form the basis of the leader’s network social capital, and what are the underlying mechanisms which either facilitate or impede the release of this social capital. Whilst accepting that the research participants’ perceptions of the above are construed by individual background and context, it is possible to look for patterns in their leadership learning translation experiences and discriminate between alternative explanations. Thereby, enabling a ‘causal description’, albeit provisional, of leadership learning translation to be crafted. The resulting improved understanding of the ‘who’, ‘what’ and ‘how’ of learning translation may subsequently be used to improve professional practice.

3.3 RESEARCH STRATEGY

The challenge was therefore to determine a research strategy directed by a critical realist philosophy and capable of answering how ego social capital influences learning translation from knowledge into practice following a leadership development programme. A spiral of reflective questions presented

by Ryan et al. (2012), based on practical experience of applying a critical realist methodology, provided a useful starting point to guide and support the strategy development.

3.3.1 A QUALITATIVE APPROACH

A number of researchers (for example: Bisman 2010; Miller & Tsang 2010; Tickly 2015) note the pluralist nature of critical realist research. Whilst accepting the fallibility of the participating leaders' perceptions and of my understanding and explanation of the outcome, and not withstanding my influence on the outcome (the latter being discussed in section 3.4, below), the adoption of a qualitative study is justified as follows:

- a) being more epistemologically valid as it allows the study to go beyond surface observations of individuals and search for the underlying detail to build explanation (Zachariadis et al. 2013). In this specific case, going beyond whether leadership learning translation has occurred, to search for the 'how' and 'why' of the translation mechanisms;
- b) enabling an exploratory approach signposted by the nascent level of the research (Edmondson & McManus 2007) in social networks and leadership learning, and in leadership development in general as discussed in section 2.5.2 and 2.2.1, respectively;
- c) providing an alternative perspective to the extant, predominantly positivist literature which is largely based on a model over 25 years old (as discussed in section 2.4.3). A literature which has been summarised as containing "numerous, sometimes inconsistent findings that can make it difficult for organisations to pinpoint exactly which factors are most critical for training transfer" (Grossman & Salas 2011: 117) and which has yielded data which is of limited use to the practitioner as it fails to explain the 'why' and the 'how' of learning transfer. The inconsistent findings suggesting the use of a limited theoretical lens may have created learning transfer 'blind spots', knowledge that is unknown or curtailed (Parry et al. 2014; Heck and Hallinger 1999 cited in Young & Lopez 2011);
- d) assisting in exploring the dual complexity of both social network relationships and leadership learning as socially situated activities, by exploring the context of activity as well as the events displayed within it; a complexity which has not been captured by linear models (as discussed in section 2.4.3).

3.3.2 CHOOSING BETWEEN QUALITATIVE APPROACHES

Shah & Corley (2006: 1826) suggest that for those just becoming familiar with qualitative research, "it is easy [to] even misuse terms such as 'field research', 'grounded research', 'case study research', 'ethnography' and 'qualitative methods' or use the terms interchangeably". For this

research, the challenge has been not so much in understanding the distinction between alternative research strategies but in finally accepting that several sub-strategies can legitimately be present within the chosen core approach.

With the research situated in the researcher's own praxis, it would have been natural and attractive to adopt an action research strategy based on creating and refining an understanding of the learning translation process over a series of leadership development interventions; thereby, creating an opportunity to introduce learning translation improvement virtually from day one. Disappointingly, the elapsed timing of a leadership development impact, the literature suggesting it takes a minimum of six to 12 months to be realised (Day & Sin 2011; Hirst 2004), implied either limiting the number of observe/reflect/act/evaluate/modify cycles achievable to a methodologically unacceptable level (McNiff & Whitehead 2006) or extending the research phase to an impractical length for a professional doctoral study.

Grounded theory, the most widely used qualitative approach in social science research (Shah & Corley 2006), with its approach of advancing theory development through a continuous process of induction and deduction (Glaser and Strauss 1967 cited in Charmaz 2006) was appealing to a critical realist. However, a key premiss that the researcher entered the process with no pre-conceived concepts of the relationships to be explored made a pure grounded theory approach for a practitioner researcher, with no doubt numerous taken for granted and unknown assumptions concerning my field, less appropriate. Further, it threw away the potential benefits arising from my professional experience.

Given the complexity of the relationship between a training intervention and its impact on performance, greater illumination was likely to have been achieved through an ethnographic or case study approach. Ethnography was attractive for the potential richness of data arising from direct observation. However, the practicalities of observing relationships and their outcome, the length of immersion required in an organisation (assuming access was possible) and being a part-time researcher were mutually exclusive. Equally, the narrow focus, albeit deep, may provide excellent "tales from the field" (Flick 2009: 414) but is less likely to generate data allowing the identification of patterns in the leadership learning translation process.

Having excluded several qualitative techniques, it would be wrong to suggest adoption of a case study approach occurred by default. Case study is recognised as acceptable and relevant within the critical realist paradigm (Bisman 2010), is ideally matched to in-depth research with the objective of understanding how things work (Easton 2010; Tsang 2014), and is frequently applied to tracking changes in complex systems (Parry et al. 2014). Ryan et al. (2012: 305) consider it a particularly fruitful critical realist research design, having the potential to explain "complex social phenomena by

identifying deep processes and structures which cause events to happen and furthermore identifying the necessary conditions for this to occur". It is this essential methodological step to move from description of events to potential causal mechanisms which makes case study attractive (Mingers, Mutch, & Willcocks 2013).

Taking a more epistemologically neutral position, Yin (2009: 18) defines a case study as "an empirical enquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident". Each of Yin's four applications for case study is mirrored in this study – to explain the presumed causal links in real-life interventions that are too complex for experimental strategies; to describe an intervention and the real life context in which it occurs; to illustrate topics within an evaluation; to enlighten those situations where the intervention being evaluated has no clear single set of outcomes. However, the main emphasis for this case is to be 'instrumental' i.e. to provide insight into the process of leadership learning translation rather than for it to be of intrinsic value itself (Stake 2005). As a practitioner researcher, the perceived merit in applying case study research to business relationships (Easton 2010; Halinen & Tornroos 2005), the belief that a case study's specific focus provides insight into practical wisdom (Cooper & Morgan 2008) and the assertion that the strength of case study is its likelihood of generating novel theory (Eisenhardt 2002) were encouraging.

On the understanding that gathering and representing people's experiences is fraught with interpretative difficulties, attention has been paid to the assertion by Stake (2005) that, although not fully agreeing with his downplay of methodology, good research is not so much about good methods as it is about good thinking. The rationale behind the research design, data collection and data analysis is therefore presented in sections 3.3.3 to 3.3.5, below.

3.3.3 THE RESEARCH DESIGN

The case selected as a vehicle for this research study was a public strategic leadership development programme (national Qualifications and Credit Framework (QCF) Level 7) designed and delivered within my own company practice but independent of my involvement. The selection of a public programme, with leaders from several organisations participating, provided a number of different case opportunities and contexts. Importantly, any patterns found in learning translation across the cohort could then not be attributed to a specific organisational size, sector or culture. A QCF Level 7 programme was targeted believing its participants, as senior managers, to hold positions with the opportunity and autonomy to apply their learning and to be able to articulate their learning experiences. Details of the content and the teaching and learning strategies associated with the programme and its participants can be found in Chapter 4: The Case. The deliberate choice of a single case design is consistent with the in-depth study required to tease out the structures and

mechanisms affecting leadership learning translation. Further, the study of just one programme allowed the influences of programme design, content, delivery and support to be held constant.

The adaptive and recurrent nature of leadership learning translation, going beyond repetitive application and requiring continuous adaptation to new challenges (see section 2.3.2), pointed to a longitudinal study. Pettigrew (1997: 337) is supportive of this approach, advocating the value of longitudinal case study research for “capturing the dynamic quality of human conduct in organisational settings”. Similarly, Riggio & Mumford (2011) recognise its merit in understanding complex behavioural processes. For qualitative research, a further benefits arises in that a longitudinal study allows the meaning and significance of the study data to emerge over time (Hermanowicz 2013). A 12 month study was chosen, the time period having been derived from the literature as adequate for leadership learning to translate from knowledge to changed leadership practice (discussed, above, when discounting an action research based approach). The suitability of the timeframe was subsequently confirmed by a programme cohort questionnaire (see section 3.3.4, below).

The research design is summarised using the ‘Research Onion’ (Saunders, Lewis, & Thornhill 2012) in Figure 3.2.

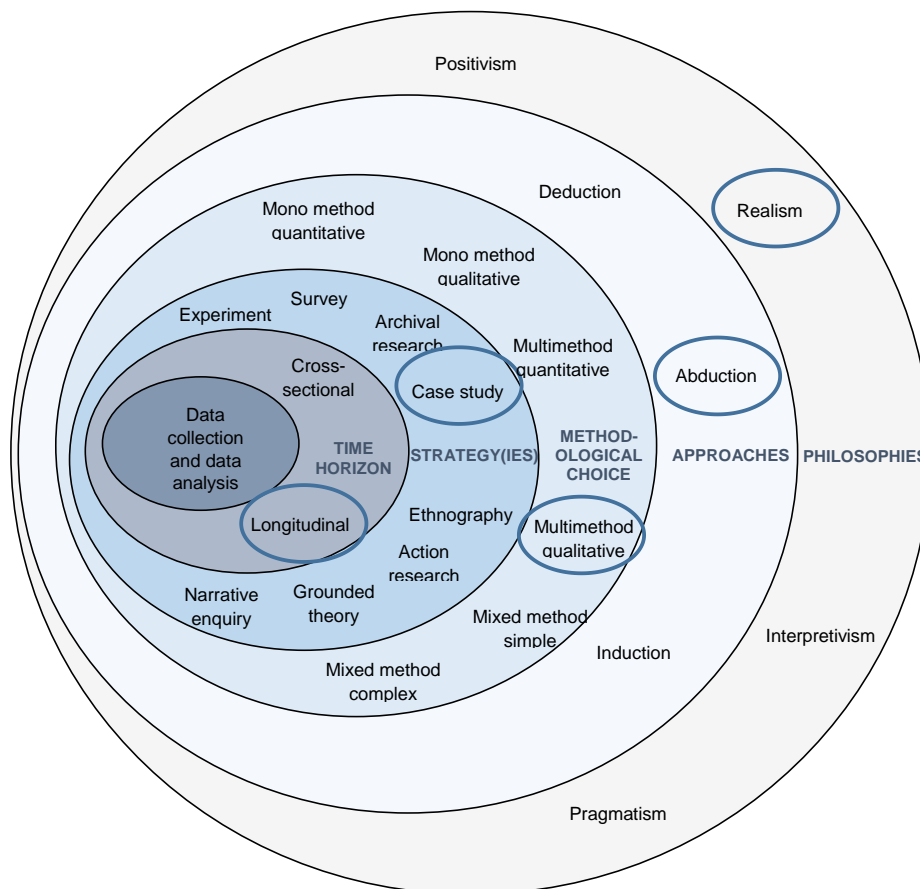


Figure 3.2: Research design

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The boundary of the case is presented in Figure 3.3. The primary elements were nine of the twelve participating leaders on the selected programme, establishing their perceptions as to the influence of their ego social network on their leadership learning translation over the 12 month period. Following an introduction to the research project to programme participants and their sponsoring companies, research participants were self-selecting. Given the longevity of the study, a willingness to take part was seen to outweigh the risk of potentially introducing bias through self-selecting participants sharing common attributes which may affect their learning translation. For example, it is recognised that time availability may have influenced both agreement to participate and attempts at learning translation. Comfort in this ‘purposive’ sampling was taken from Miles & Huberman (1994: 27) who advise that “social processes have a logic and coherence that random sampling can reduce to uninterpretable sawdust”. The ‘sample’ size of nine allowed sufficient case elements to explore alternative explanations but without sacrificing attention to in-depth content which would be dictated by a more voluminous data set (Marshall et al. 2013).

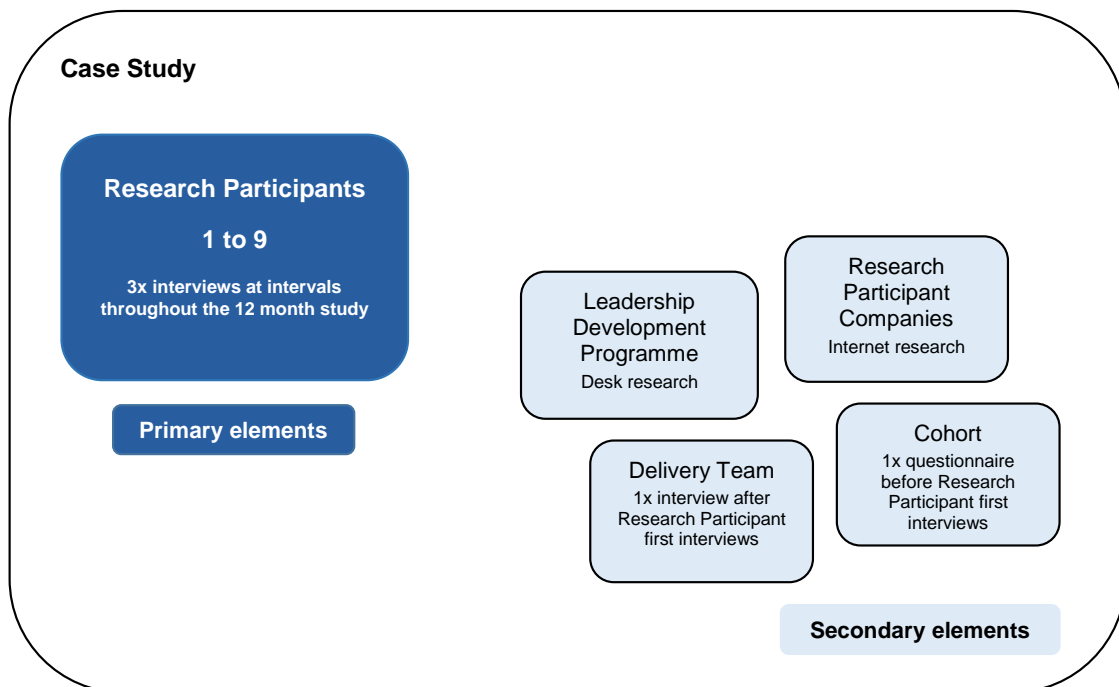


Figure 3.3: Case data sources

Holton, Bates, & Ruona (2000: 340) justify a participant focus since it is a participant’s perception of the learning and the translation climate that will shape the participant’s learning translation behaviour. However, given additional sources of data may reveal new dimensions to network influence, data was also collected from the programme delivery team and the wider participant cohort. A deliberate decision was taken not to involve a participant’s line manager, colleagues or subordinates, or external clients, suppliers or professional contacts, to avoid introducing research-induced social network activity. Data collection and analysis were undertaken against background information on the case programme and the research participants’ companies.

3.3.4 RESEARCH METHODS: DATA COLLECTION

Whilst not dismissing the debate between the use of 'data' and 'evidence' in qualitative research (Watling, & James 2012), 'data' has been chosen to describe the information gathered from the various elements of the research project on the basis that 'data' appears a more neutral term, recognising that its subsequent analysis may or may not lead to evidence to determine (or reject) underlying structures and mechanisms.

Given the abductive nature of critical realism that gives equal roles to theory and empirical data, concepts from the leadership, learning, learning transfer and social network literatures were used to guide data collection but, at the same time, data needed to be collected outside of the theoretically generated themes (Ryan et al. 2012). In this vein, Miles & Huberman (1994) cite Wolcott (1982: 17) "there is merit in open mindedness and willingness to enter a research setting looking for questions as well as answers, but it is impossible to embark upon the research without some ideas of what one is looking for and foolish not to make that explicit". Yin (2009) argues similarly but in reverse, urging the development of a 'protocol' for the investigation but equally stressing the importance of an inquiring mind during data collection.

Given the critical realist's interest in going beyond observable empirical events, data collection methods which allowed a more narrative voice were likely to yield data at a deeper level to satisfy the search for structures and mechanisms which enable or constrain learning translation. Although a range of data collection methods was employed within the case, the predominant method made use of semi-structured or guided interviews. Whereas research methods authors may differ in the interview taxonomies (for example: Flick 2009; Lichtman 2013; Saunders et al. 2012), there appears unanimity as to the value of semi-structured interviews for making implicit knowledge explicit. A 'face to face' approach was employed in the belief that it would help build a relationship more quickly, enable body language to be observed which may affect subsequent questioning and generally provided an interview environment with which I felt more comfortable. A general interview structure was the same for all primary elements but the follow-up questions were allowed to vary as the situation demanded and go beyond the theoretically generated themes; thereby, facilitating comparison between the case elements but with sufficient flexibility to probe responses, allowing uncovering of explanation and subsequent progression through the research questions. With the interviewees' permission, all interviews were audio recorded to allow better listening than would have been possible with concurrent note taking.

The objective of each data collection phase and influence on subsequent phases within the twelve month study is summarised in Figure 3.4. A chronology of data collection is provided in Figure 3.5. The phases are discussed in more detail below.

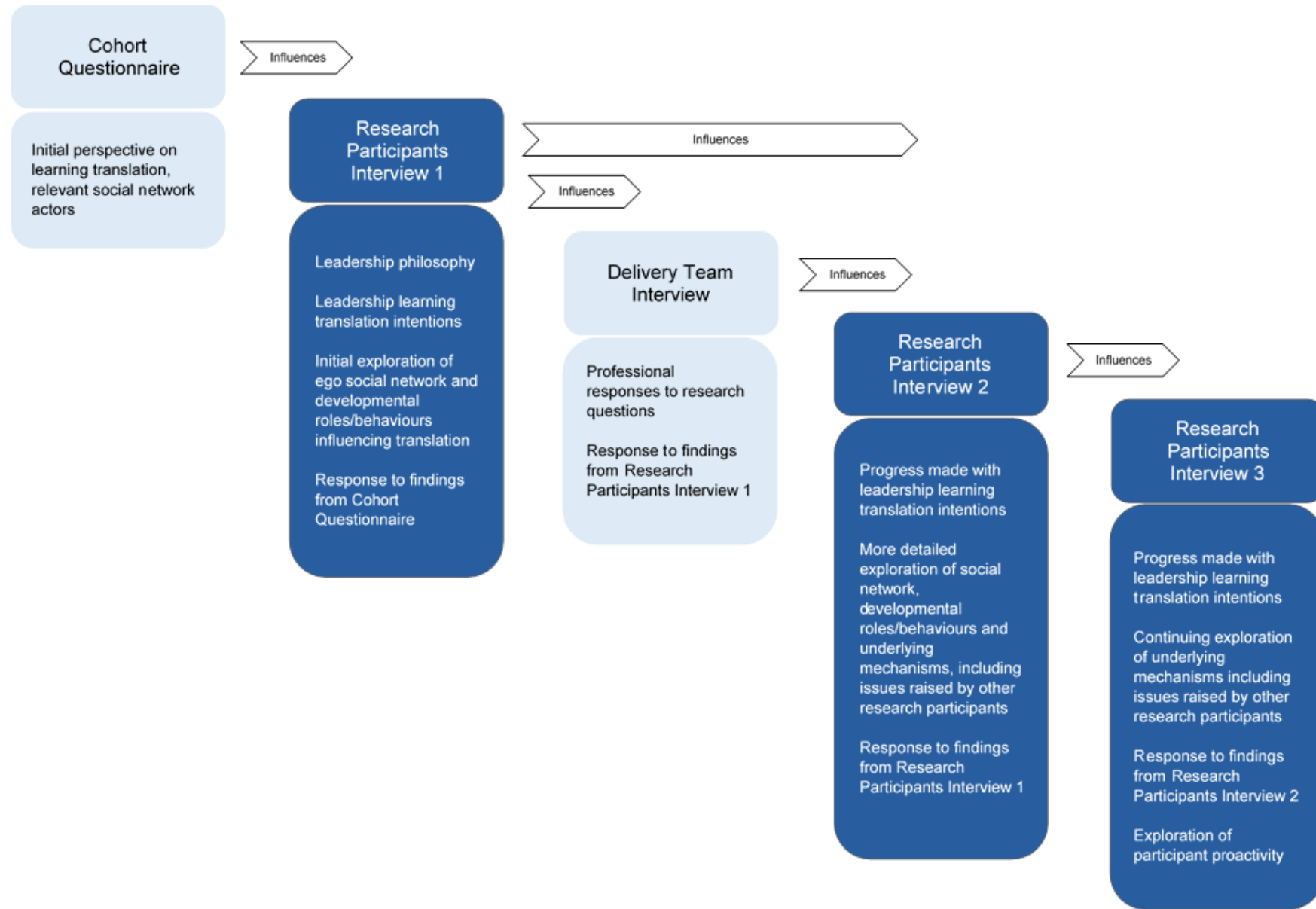


Figure 3.4: Objective of each data collection phase

	2014					2015											
	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	
Programme Workshops	1&2	3&4	5&6	7&8	9&10												
DATA COLLECTION PRIMARY CASE ELEMENTS																	
Pilot interview			PI														
Participant 1 to 9 Interviews				Interv 1				Interv 2					Interv 3				
DATA COLLECTION SECONDARY ELEMENTS																	
Cohort questionnaire		PQ	Q														
Delivery Team						Interv											
Non-standard participant				Interv													
DATA ANALYSIS																	

Key

PI	Pilot Interview
Interv	Interview
PQ	Pilot Questionnaire
Q	Questionnaire

Figure 3.5: Data collection chronology

Primary element data collection

Semi-structured face to face interviews were conducted with each of the case study primary elements. Data collection occurred at three points in time over the twelve month period following the start of the programme at sufficient intervals to allow leadership learning to be considered, practised, refined and embedded, and enable translation from knowledge into knowing and practice – the first interview four months into the five-month taught programme; the second interview, three months after completion of the taught programme; the third interview after a further five month interval, i.e. 12 months after the commencement of the programme. This serial approach allowed a process perspective, attempting to catch “reality in flight” (Pettigrew 1997) and facilitated iterative data collection, data checking and data analysis to support abductive and retroductive reasoning.

A pilot interview was conducted with a participant from another leadership programme to try out questions and practise interview techniques. Although reasonably well practised in the art of asking open questions to discover meanings and explanations, the pilot proved a reminder of the potential for ‘why’ questions to be perceived as threatening by the interviewee (as cautioned by Yin 2009). The pilot also highlighted the tensions between exploring a question in depth to the detriment of time availability for remaining questions. This resulted in stricter time keeping in Interview 1 to ensure all

question area were sufficiently covered to achieve a comparative set of data but a more relaxed approach in Interviews 2 and 3 making a judgement as to where the most useful data lie.

Questions for Interview 1 were designed to explore the individual research participant's leadership learning context and to explore research question 1 regarding the perceived social network influences on leadership learning translation. Questions were worded to keep a neutral stance between traditional learning transfer and social network perspectives, their applicability having been confirmed by a preceding questionnaire to the wider programme cohort (see Secondary elements data collection, below). Questions were open and their order unrestricted to support the collection of non-theoretically directed responses and allow detailed discussion of areas pertinent to the participant. However, a 'checklist' approach was used to ensure all items were explored.

For subsequent interviews, questions were devised to investigate research questions 2 and 3 on social capital flows and their underlying mechanisms, and directed by the data collected and analysed from the preceding phases(s) and by data gathered from the case study secondary elements; thereby, facilitating the mutual engagement of literature, research data and researcher reflection to develop the "*causal description* of the forces at work" (Miles & Huberman 1994: 4) within leadership learning transfer.

The protocols for each interview with rationale for the interview structures can be found at Appendix 3.1.

Secondary elements data collection

Data was collected from the full participant cohort using a hard copy questionnaire during the programme, independent of the researcher and prior to the request for participation in the primary longitudinal study, as a means of gaining widest participation in data collection. The questionnaire was designed to gather background information on intended leadership learning translation, test out expected timescales for translation into improved performance and explore initial ambiguities in the literature concerning enablers and inhibitors of translation which could then help steer primary element data collection. A combination of open and closed questions were used.

A pilot with another leadership development programme cohort led to the removal of less important questions following negative comments on questionnaire length, and to the extension and randomisation of the list of social network actors against which participants were asked to measure potential learning translation impact.

The questionnaire with question rationale is available at Appendix 3.2.

Taking advice from Miles & Huberman (1994: 34) that it is “also important to work a bit at the peripheries – to talk with people who are not central to the phenomenon but are neighbours to it”, semi-structured interviews using similar themes and a similar interviewing style to those used with the primary participants was conducted with the two members of the programme delivery team after the first Research Participant interview. The purpose was to gain a greater understanding into the leadership development programme and its potential outcomes, gather data on the deliverers’ perceptions of learning translation issues for the programme participants and establish reactions to the data analysis following the first round of interviews. The interview questions with rationale for the interview structure are presented at Appendix 3.3. An interview was also held with a programme participant who was attending the programme but was taking part specifically to develop her leadership knowledge and not with the expectation of translating that knowledge into improved direct leadership practice. She was therefore familiar with the programme content and cohort, and able to observe their knowledge learning and initial attempts at learning translation.

Desk research on the case programme and internet research on participating companies’ size, sector, and other background material (for example, company values) was used to inform interviews and help interpret data collected.

3.3.5 RESEARCH METHODS: DATA ANALYSIS

With its ability to make or break a qualitative study (Klag & Langley 2013), the importance of data analysis cannot be underestimated. Unlike a quantitative study, a qualitative approach has few widely recognised techniques for data analysis; how to bridge what Eisenhardt (2002: 17) describes as the “huge chasm often separate[ing] data from conclusion”. Typical advice such as data analysis is more than just looking for themes supported with quotes drawn from raw data (Lichtman 2013) or choose those techniques that enable you to make valid sense of your data (Simons 2009) provide little direction to finding the “researcher’s equivalent of alchemy” (Watling & James 2012: 381).

The Ladder of Theoretical Abstraction (Carney 1990 cited in Miles & Huberman 1994) and the Blueprint Providing Guidelines for the Qualitative Analysis Process (Srnrka & Koeszegi 2007) proved a useful starting point for explicitly considering the requisite stages of an appropriate data analysis framework. Critical realist parameters presented by Zachariadis et al. (2013) and Mingers et al. (2013) helped shape the eventual analytical process, recognising that Carney’s levels and Srnrka’s blueprint do not offer discrete levels of analysis in this instance. Rather, they form an overlapping process of data collection and analysis, with the research process being a continuous cycle of research and reflection. The approach adopted is described, below, but undertaken against the backdrop of the warning presented by Miles & Huberman (1994) that there are few guidelines for protecting the analyst against self-delusion.

Summarising the data

Cousin (2009) suggests that we have come to fetishize the interview transcript, noting a tendency for transcription to be taken as a truthful and accurate record. Certainly, Hammersley (2010) cited in Lichtman (2013) asserts transcription is a more rigorous type of evidence. However, on the grounds that the transcribed word may destroy important context, Walford (2001) suggests that it is better to listen and take notes, capturing verbatim only selected elements for the report. Of more interest is whether the sheer bulk of transcripts encourages analytical and intimate engagement with the data (Cousin 2009) or whether precise transcription absorbs time which could be invested more intelligently in their interpretation (Flick 2009).

With my ability to read a transcript faster than listening to a recording, it was judged that transcription would facilitate repeated revisiting and therefore greater engagement, thereby improving interpretation. In the longer term, with 30 hours of recordings, transcription would become a more time efficient method for later searching and checking. Further, it would support eventual research assessment. However, taking heed of advice by Gibbs (2007) that a change of medium introduces issues of accuracy, fidelity and interpretation, both audio recordings and transcripts were analysed. On reflection, the data collected from the transcripts was more neutrally gathered, there being a tendency with the audio recording to pick up on a similarity with an earlier interview but overlook something new. An extract from a sample transcript is provided at Appendix 3.4.

Data reduction and re-packaging

Subsequent data reduction techniques are equally contested. There is agreement that data reduction sharpens, focuses, discards and organises data. Yet, tensions exists between the need to reduce the research text for intelligibility and the need to maintain its integrity, between unitising and holism. Charmaz (2003) cited in Flick (2009) suggests line by line coding of interview data prevents imputing bias. However, reducing the data in this way risks losing the understanding from the richness and context (Cohen, Manion, & Morrison 2007) which is a key value of the qualitative approach to the enquiry. The latter advice was taken, with coding being applied to interview sections, the coding process being described in more detail, below.

Gibbs (2007) and Miles, Huberman, & Salana (2014) provided useful guidance in understanding different types of phenomena which could be coded leading to preparation of a list of potential *a priori* codes from the leadership, learning, traditional learning transfer and social network literatures. However, the use of extant frameworks or theoretical propositions to guide analysis is contentious. Yin (2009) suggests that when a proposition has been used to shape the research questions, the proposition should also be used to direct the data analysis. Saunders et al. (2012) agree, advising that exploring without a pre-determined framework may not lead to success for a novice researcher. In contrast, Bryman & Bell (2007) warn against such prior specification, for its potential to bring a

premature closure to the analysis. Similarly, Cohen et al. (2007) caution that it may be the unrepresentative observation which is crucial to the understanding of the case. On balance, given the sequential nature and specificity of my research questions, the former recommendation seemed more logical; relying on the retroductive nature of critical realism in looking for alternative explanations and the application of both deductive and inductive coding (see below) to alleviate concerns arising from the latter.

First cycle coding was based, therefore, on literal, *a priori* codes of social network actors (for example, line manager, peer, subordinate etc.) to establish the validity of the extant explanatory learning transfer framework. *In vivo* coding, taking short phrases relevant to leadership, learning and social relationships, was then used to organise and compare data within a descriptive matrix which then fed directly into the analysis of research question 1 on the key social network actors influencing leadership learning translation (see Figure 3.6 and Appendix 3.5).

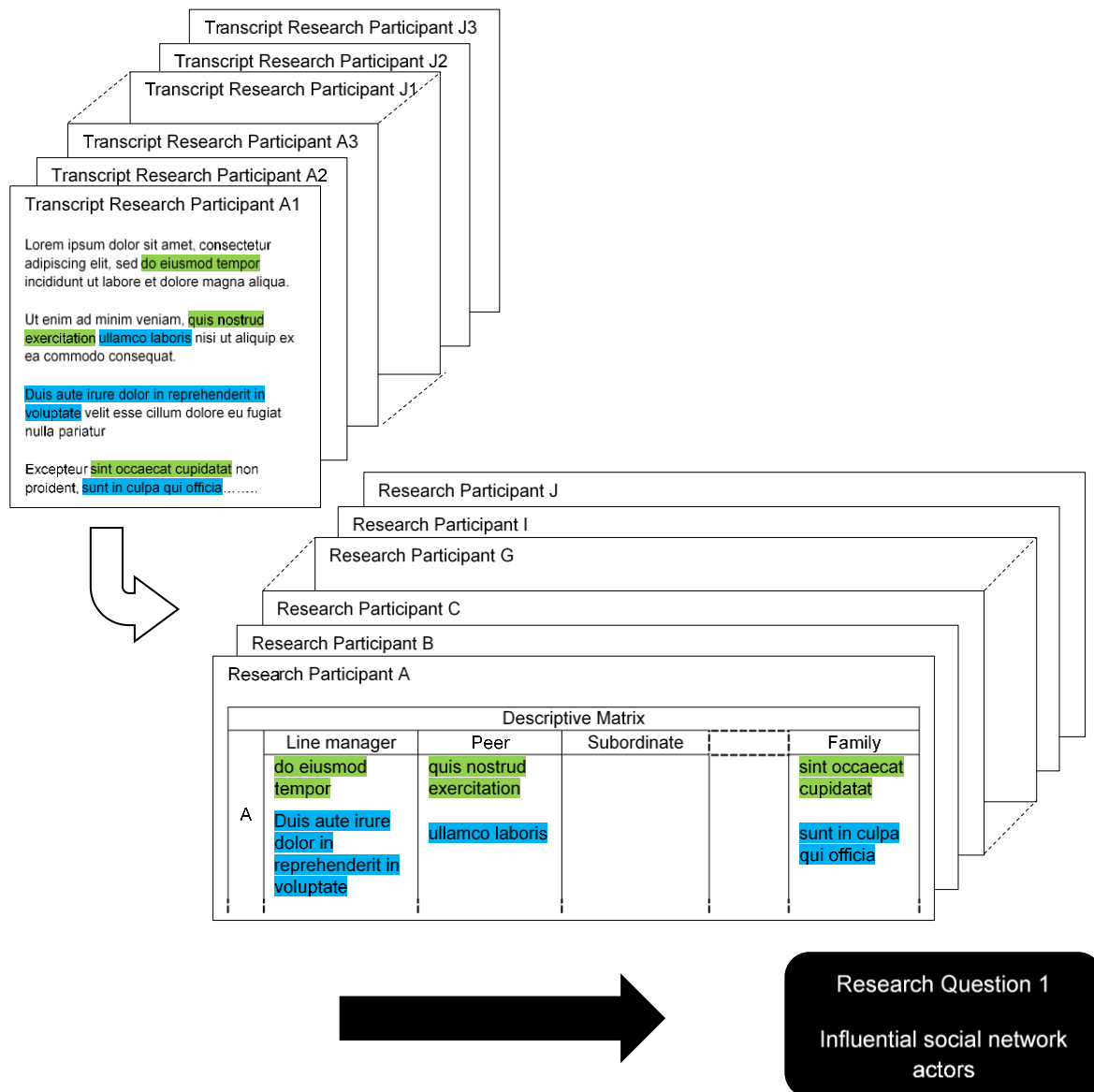


Figure 3.6: First cycle *a priori* social network actor codes with *in vivo* transcript data

The descriptive matrix allowed second cycle analytical coding of enabling or inhibiting social capital flows and the creation of a display matrix sortable by social capital flow, network actor or research participant. These analytical, *a posteriori* codes were then mapped against the *a priori* literature code list to test for similarities and potential omissions, and inform a re-visit of the data. This second cycle coding supplied the information for exploring research question 2 on the developmental roles played by social network actors and forming the leader’s network social capital (see Figure 3.7 and Appendix 3.6).

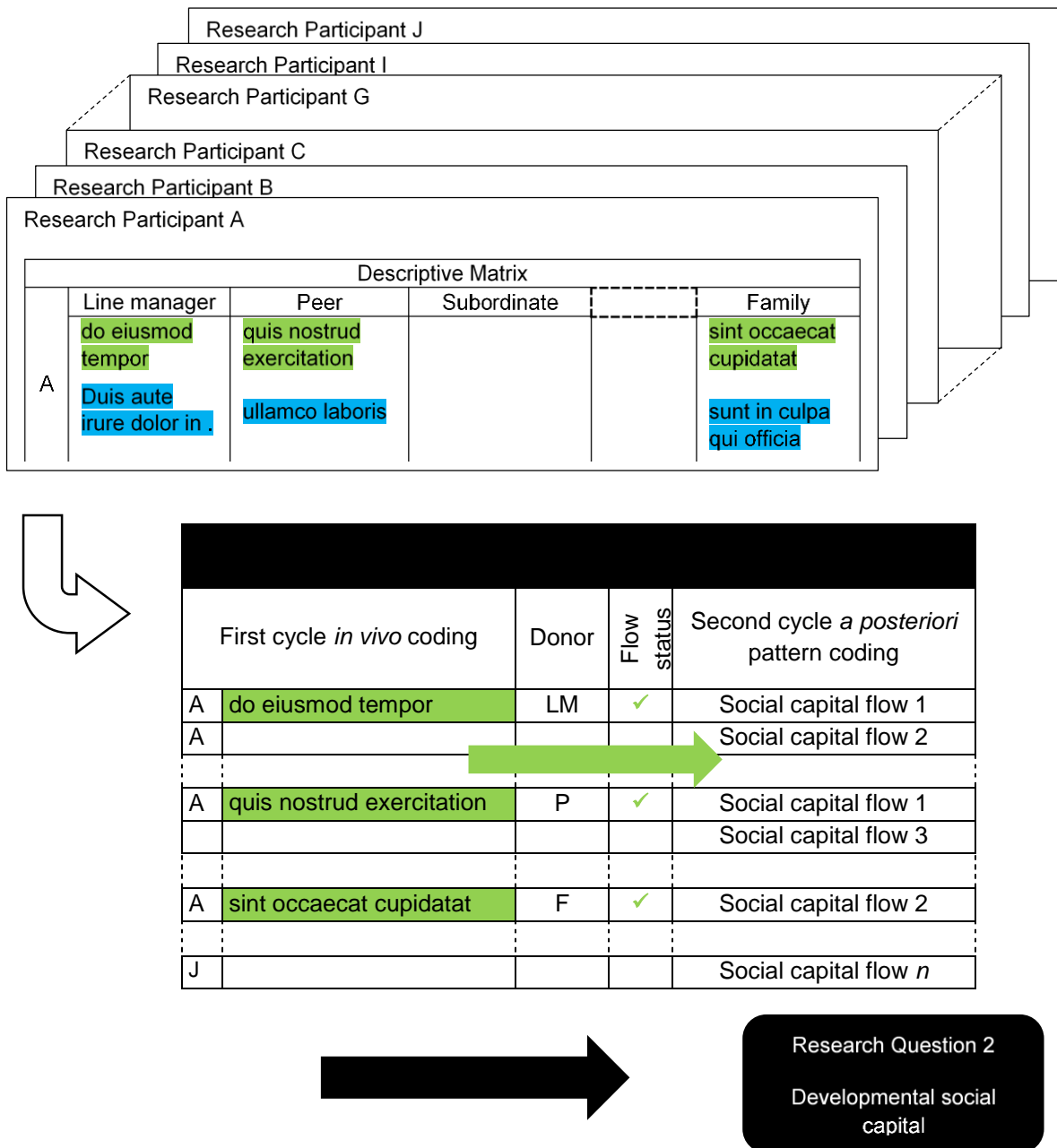


Figure 3.7: Second cycle *a posteriori* social capital flow codes from *in vivo* transcript data

The descriptive matrix also allowed third cycle *a posteriori* causation coding of the mechanisms underlying social capital flows and the creation of a further display matrix sortable by underlying mechanism, social capital flow, network actor or research participant. Similarly, subsequent comparison with *a priori* literature codes facilitated the examination of research question 3 on the mechanisms facilitating or impeding network social capital flows (see Figure 3.8 and Appendix 3.7).

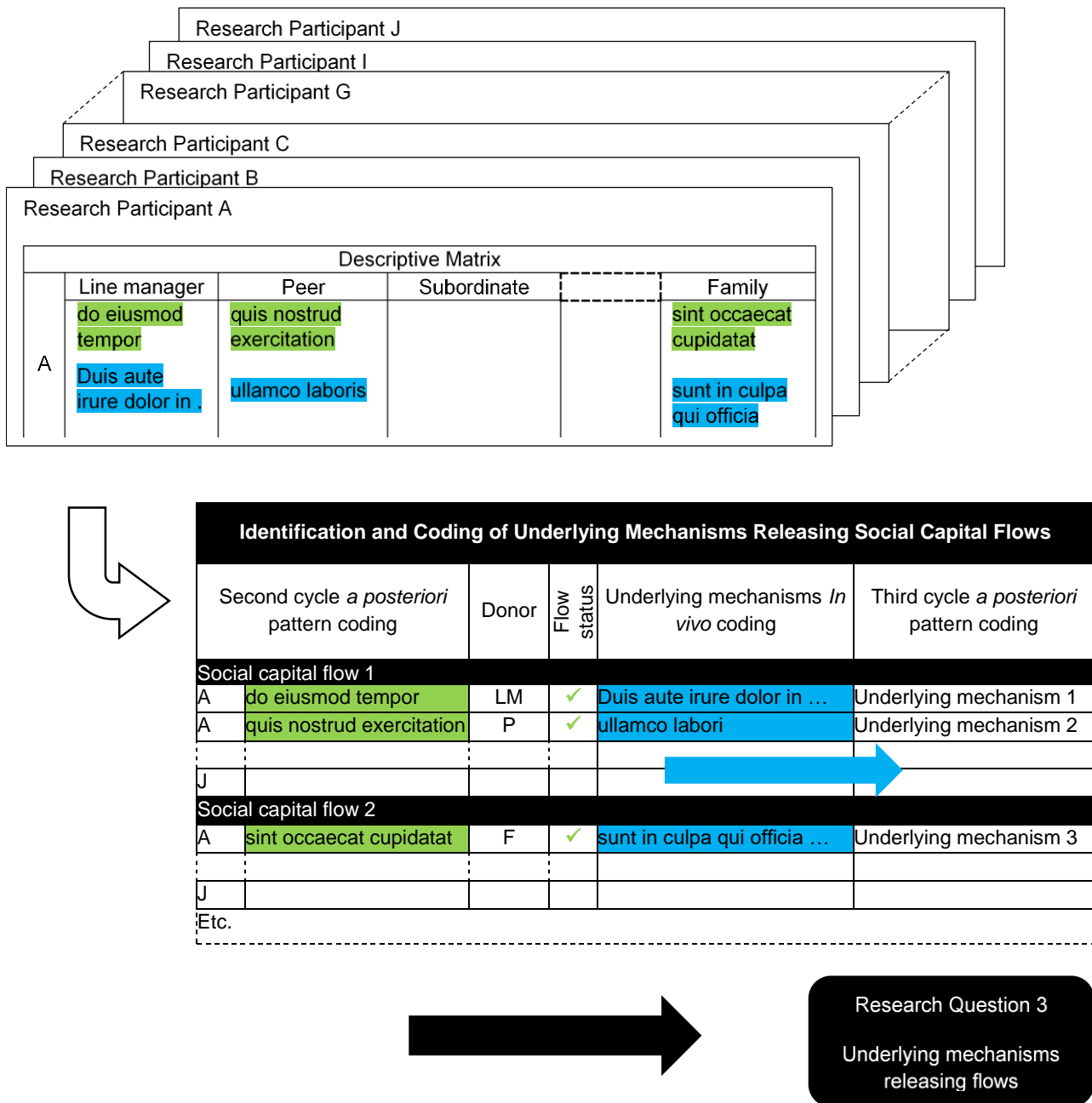


Figure 3.8: Third cycle *a posteriori* underlying mechanisms releasing flows from *in vivo* transcript data

Steered by a visual learning orientation and the value of visual displays of data promoted by Miles & Huberman (1994), a number of graphical formats were used to search for patterns in the data, some

formats being adapted from the literature (for example, sociograms) and others created specifically to understand the data and/or communicate its interpretations.

Developing and testing propositions to construct an explanatory framework

The crucial stage in developing an explanatory framework is the ‘transition’ from description to causal powers, from observations in the empirical domain to possible structures and mechanisms in the real domain (Mingers et al. 2013). This transition to an explanation of the deep generative structures and mechanisms embedded within social networks which have the causal power to effect learning translation was, as Tickly (2015) describes, an ongoing and iterative process rather than a linear one. Critical realism looks abductively for the underlying processes, both deductively from within existing theories and inductively from data collection, providing direction and re-direction to the research (see Figure 3.9, below).

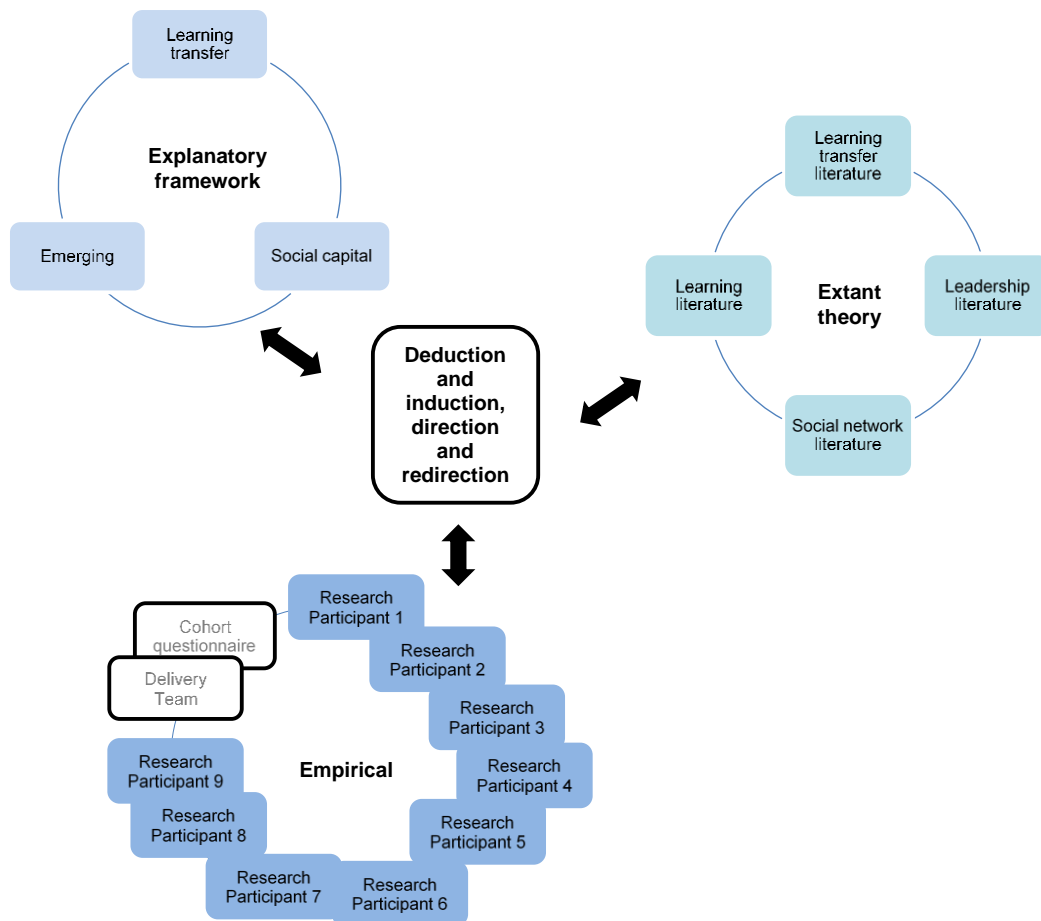


Figure 3.9: Abductive process

Dubois & Gadde (2002: 555) suggest that the constantly going back between theory and empirical observation creates fruitful cross-fertilisation and is able to “expand understanding of both theory and empirical phenomena”. In this research, the abductive process was supported by the

longitudinal design, the data collection methodology of serial interviews and the recourse to four strands of literature (leadership, learning, learning transfer and social networks).

Given epistemological relativism, it was not surprising that there were alternative causal explanations. Easton (2010) considers this outcome as not only possible but pragmatically desirable to justify an explanation, supporting Eisenhardt (2002: 29) in her assertion that “creative insights often arise from the juxtaposition of contradictory or paradoxical evidence”. The subsequent judgemental rationalism required, applying a view that all explanations are not equally fallible, requires a process of retroduction, defined as “a thought operation involving the reconstruction of the basic conditions for anything to be what it is” (Danermark et al 1997:206 cited in Ryan et al. 2012). Mingers et al. (2013) and Zachariadis et al. (2013) propose similar retroduction frameworks to eliminate false hypotheses but the essence of this method is most simply put by Easton (2010: 124) that is “to continue to ask the question why”. It means asking not only what has happened, but what has not happened or what could have happened and relies on the researcher to collect further data that helps distinguish between alternative reasoning, thus mirroring Yin’s (2009) requirement of ruling out alternative plausible explanations. Ticky (2015) suggests this is largely a creative and intuitive process. In this study, the retroductive process was similarly helped by the serial interview methodology and access to nine case primary elements to explore seeming contradictions and alternative accounts of reality.

Empirical fieldwork, case analysis and the explanatory framework thus evolved concurrently. The subsequent report of the study presented within Chapter 5: Findings and Discussion, below, suggests a ‘neatness’ not fully representative of the research process.

3.3.6 EVALUATION

Eisenhardt (2002) stresses the importance of providing the reader with information that makes it possible to evaluate the adequacy of the research procedure and its outcomes. However, using a qualitative method within a worldview that is considered by some to be located within the post-positivist tradition brings an interesting dilemma in terms of whether qualitative or quantitative criteria should be used in research evaluation. A number of critical realists discuss the positivist criterion of validity to the research paradigm. For example: Zachariadis et al. (2013) explores design validity, analytical validity and inferential validity; Bisman (2010) discusses coherence and consensus validity. However, given the elusiveness of the real domain, it is unclear how validity can ever be truly demonstrated.

Considering qualitative criteria, Garside (2014) suggests that qualitative researchers have so far failed to agree what constitutes validity or quality in their work. Although, Pettigrew (2013) concludes, citing two reviews of selected management journals by Pratt (2008) in North America and

Bluhm et al. (2011) in Europe, that there is considerable overlap in the accepted, although somewhat nebulous, conditions of publishing worth. The central criteria for the publishing of qualitative work being the work's contribution to theory, the quality of its writing and the articulation of its method.

Little insight can be found by looking specifically for case study evaluation criteria. Eisenhardt (2002) states that there are no generally accepted guidelines for evaluating case study research. Yin (2009) shows how four design tests akin to traditional positivist criteria of validity and reliability can be applied. However, the stretching and re-writing of definitions required gives weight to the advice from Bryman & Burgess (2007) who suggest the case study researcher should consider how far the traditional research criteria are appropriate to the research.

On balance, the trustworthiness criteria for evaluating qualitative research (credibility; transferability; dependability; confirmability) proposed by Lincoln & Guba (1985) appear consistent with both case study, critical realism and the conditions of worth described by Pettigrew (2013), above, and, therefore, an appropriate framework for considering the quality of the research process and product of this study.

Trustworthiness criteria

Credibility: Ensuring the account of reality arrived at is acceptable to others

Within this study, credibility and acceptability to others focuses on the quality of the data, the analytical logic and the presentation of the findings.

In respect of quality, the duration of the longitudinal study and serial interviews gave good exposure to the primary case elements, affording the opportunity to develop understanding of the complexities of social relationships through the perspectives of the participants; with the semi-structured interviews providing a medium through which issues could be explored and meanings probed. The number of primary case elements and interview protocols allowed within-method triangulation (Cohen et al. 2007) with both inter-company and intra-company data comparison. The participant confidentiality put in place and the decision not to interview other members of the social network reduced potential respondent bias. Further, the use of respondent validation confirmed data collection accuracy.

The analytical logic is explained further under Dependability, below. The essence is an auditable path through the cycles of data collection, analysis and explanatory framework development.

The findings presented in Chapter 5: Case Study Findings and Discussion are presented in two complementary modes to support the suggested account of reality. Firstly, the analytical approach to determining patterns leading to the identification of potential underlying structures and

mechanisms is displayed graphically supported by detail in the Appendices for efficient reading and assimilation. Secondly, the graphical representation and interpretation is substantiated by the use of research participant quotes to bring 'life' to the analysis and give the research participants voice, thereby supporting believability.

Transferability: Ensuring others can make judgements as to the generalisability to other situations

Verschuren (2003) suggests the most commonly mentioned objection to case study is its limited external validity. However, Yin (2009) makes the distinction between statistical generalisation to a population and analytical generalisation to a theoretical proposition. From a critical realist perspective, will the generative mechanisms that caused observable events in this case cause similar outcomes in another setting i.e. is empirical generalisation achievable? Easton (2010) and Tsang (2014) argue that if a study produces a logical causal explanation, then the constituents of that explanation provide the basis for developing theory beyond the case, becoming the raw material for subsequent theory building. Thus, the analytical logic described under Dependability, below, becomes an important parameter in enabling transferability.

The logical inference implied by analytical generalisation is important to Stake (2005) for epistemologically different reasons. He suggests that the descriptive narrative of case study encourages vicarious participation, allowing readers to draw their own conclusions, and assists in their construction of knowledge. Tsang (2014) submits that this naturalistic generalisation is more epistemologically in harmony with the reader's experience than quantitative studies. In this respect, clear presentation of findings and the use of research participant quotes enable the reader to determine how far the case can be generalised to a different leadership learning setting.

Dependability: Ensuring theoretical inferences can be justified

Onwuegbuzie & Leech (2005) cite Constat (1992: 254) in that many qualitative methods of analyses "often remain private and unavailable for public inspection". To avoid this criticism and taking advice from Yin (2009: 119), an electronic case database was created to contain all the data collected and analysis undertaken at each phase to "markedly increase[s] the reliability of the entire case study". A 'print screen' is provided as illustration at Appendix 3.8 showing clear separation of transcript analysis and explanatory framework development at each stage. Thus, best practice of maintaining a separate case database and researcher analytical accounts (Yin 2009) has ensured clarity of where statement from the research participant ends and researcher interpretation begins (Hesse-Biber & Leavy 2011) and allows a clear audit trail of how ideas emerged and concepts developed.

The critical realist approach to data analysis, discussed in detail in section 3.3.5, above, using abductive reasoning through iterative convergence of theory, empirical data and explanation and

retroductive reasoning to discount plausible rival explanations, presents the foundation for the study's dependability. Consistency and coherence have been tested by examining patterns and themes, for their correspondence (or lack of correspondence) with underlying theories (Bisman 2010). Conversely, the proposed explanatory structures and mechanisms have been checked to ensure they account for the observed data (Miller & Tsang 2010).

Further, respondent validation extended beyond confirmation of data collection, encompassing both the corroboration of my interpretations and the development of my ideas as the research progressed, a process that Cho & Trent (2006) describes as recursive validity. Thus, inferences about the real domain made by a third party interpretation of the experiential domain were reviewed against first party experiential understanding; thereby, demonstrating consensus, an important validity criterion for Bisman (2010), by the research participants.

Confirmability: Ensuring the researcher's personal values have not influenced the research and findings

The "value conscious position of critical realism" Bisman (2010: 10) acknowledges that construction of knowledge takes place in the world and not apart from it (Burgess et al., 2006) and thus pre-existing theories, understanding and related cognitive schema will shape how the researcher interprets empirical reality (Ryan et al. 2012). It is therefore a non-sequitur to attempt to demonstrate that my personal values and experiences have not influenced the research and its findings. What matters is for the researcher to be aware of the effect of her positionality rather than trying to remove its contamination (Taylor & Hicks 2009). This positionality is therefore openly communicated in the section 3.4, below.

3.4 THE NEED FOR REFLEXIVITY

Critical realism views all knowledge as theory or value laden. A qualitative approach, with the researcher positioned within the research, potentially exacerbates the lack of neutrality. As the main "measurement device" (Miles and Huberman 1994: 7), my presence affected both the research process and its products.

At a pragmatic level, this can be seen in data reduction, collection and analysis:

Data reduction occurring even before data was collected as I decided which conceptual frameworks, which research questions, which collection approaches, which cases to pursue (Miles & Huberman 1994). Certainly, the synthesis within the Literature Review – the starting point for the research questions, research design and data collection, and abductive reasoning to develop the explanatory

framework – was based on my personal and individual practitioner-base interpretation of the literature;

Data gathering being influenced by what I have seen and heard in the field. Lichtman (2013) describes this influencing role variously as facilitating and filtering, however Schostak (2006: 1) perceives a far more interactive situation. The building of a rapport rather than the neutral stance of the positivist researcher means the interview is a place where “views may clash, deceive, seduce, enchant”; an inter-actional event in which meaning-making is an in-situ product of both players in the interview rather than that of skilful transcript analysis after the event. The critical realist methodology with its objective of searching for patterns of underlying structures and mechanisms indeed required the interview to be a “construction site for knowledge” (Kvale 2007: 7), necessitating a collaborative and co-authored process between me and the research participant. However, it was a process following my agenda, directed by me and based on a script of research questions derived from what I had already collected in the data gathering process and my emerging explanatory framework;

Data analysis and subsequent synthesis requiring an appreciation that all research is driven by an interpreter (Alvesson & Skoldberg 2009) and “the root source of all significant theorizing is the sensitive insights of the observer himself” (Glaser and Strauss 1967: 251 cited in Cousin 2009). Cousin continues by giving a number of examples of such researcher subjectivity including interpreting events as more patterned and holistic than they are; over-weighting data from articulate, high status informants; and being co-opted into the perspectives and explanations of research informants. It would be wrong to suggest that this may not have been the case, albeit unintentionally. Certain research participants provided more data than others, thereby somewhat unwittingly I will have given disproportionate weight to their voice and therefore to outcomes from a particular set of underlying conditions. Further, personal preference in the use of certain analytical methods led to a set of findings and conclusions which may not have resulted from the application of a different set of methods.

Thus, to judge the trustworthiness of the findings and conclusions, a reflexive account is necessary.

The role of reflexivity appears to have changed over time, perhaps as qualitative research methodologies have become more mainstream. For example Smith and Smyth (1998) cited in Burgess (2006) argue that reflexivity is an attempt to identify and do something about potential bias. However, Lichtman (2013) believes the researcher should not strive to be objective, nor look for ways to reduce bias but needs to face the subjective nature of their role head on. Morrison (2007: 32) goes further suggesting that researchers “should reflect upon, and even celebrate” their roles as contributors to and participants in their research project. The critical realist stance adopted by this research, accepts both perspectives: knowledge is by definition affected by situational bias which

needs to be recognised; however, new knowledge is achieved by a willingness to look beyond and test the 'obvious', enabling alternative meanings to come to the surface rather than remain submerged.

The importance of a researcher's theoretical sensitivity is easier to understand than the process of reflexivity to demonstrate it. The definition provided by Morrison (2007: 32) gives a flavour of the complexity involved: "reflexivity is the process by which researchers come to understand how they are positioned in relation to the knowledge they are producing" and this awareness requires researchers to consider how "the sense they make of the world is reflected in, and affected by, the norms and values that have been absorbed as part of life experiences". Exercises and questions posed by Cox (2012); Fulton et al. (2013); Gibbs (2007) and Hesse-Biber & Leavy (2011) have proved useful for helping with my positioning and sense making. Combined with personal reflection, they have led to the following observations and reflexive conclusions about the implications for this research project of my personal drivers, professional self, experience and ethical stance.

3.4.1 PERSONAL DRIVERS

Hesse-Biber & Leavy (2011) stress the importance of understanding one's own agenda for undertaking the research as it will direct and shape what is asked and what is found. The first stage, the agenda, is relatively easy – my motivation started out, in common with most professional doctoral students (Fulton et al. 2013), to achieve professional recognition above and beyond Chartered Fellowship. However, as my doctoral studies have progressed, this initial motivation has been matched, if not overtaken, by an additional stimulus of critical curiosity in what I am discovering. The second and more important stage, the implication of these drivers for my research is more difficult to assess. I currently conclude that the emergence of critical curiosity has led to a more exploratory questioning and more justifiable theorising, and therefore a better study, with the search for truth overriding the search for 'something'.

3.4.2 PROFESSIONAL SELF

As a practitioner researcher, arguably, it is impossible to separate research and professional identities. A number of authors, for example Criswell (2010) and Fulton et al. (2013) therefore encourage us to consider our professional practice in terms of what one thinks and does on a habitual basis, and to reflect on how one's consequent professional identity contributes towards an ability to make professional decisions and, in this instance, research judgements. Participation on the EdD programme and through it the development of wider and critical thinking has helped me to reflect on multiple perspectives of professional praxis rather than to stay in the mental grooves of habitual practice – an example is how the process of 'learning' within learning translation has become more prevalent in my thinking. The result is a more fluid and changing concept of professional self.

Until recently my professional self was formed and regulated by three communities of practice – my company of which I'm a joint owner manager; the wider leadership and management community encompassing relevant professional bodies and the client organisations with which we work; and participation in the research community, albeit peripheral, to stay abreast of current leadership and management theory. Of the three communities, the dominant influence came from my company and our belief that leadership development interventions are best designed and delivered by experienced and successful leadership practitioners who can combine participant and personal experiences with latest academic thinking to establish in-situ best practice. Thus, my professional identity is shaped largely by a belief in the value of experience, experience which may be reinforced and adapted by critical appreciation of relevant leadership theory to achieve personal growth and development. Personal growth and development as an outcome has until this research project been a taken for granted assumption. There is now a greater awareness of a fourth community, the education community, which has grown in its relative influence as my appreciation of the role of learning within learning translation has developed. Had the research project been undertaken by a professional from this fourth community, the direction and outcomes of the project may well have been different.

Within the leadership and management development constituent of HRD, I see my purpose as encouraging leaders and managers to adopt best practice and commit to continuing professional development in order 'to be the best that they can be', based on a belief in the value of learning born out of personal values and personal experience. This positioning occasionally requires a tempering of a personal belief in the value of learning with a growing commercial need of our client companies to demonstrate the link between learning and improved business performance. Thus, there was potentially a conflict of interest within the research project as to whether it was directed at improving a participant's learning or at improving a client's rate of return on its leadership development investment. The conclusion was that the two outcomes were not necessarily mutually exclusive and did not affect the research strategy. As will become clear in the Chapter 5: Case Study Findings and Discussion, the lack of direction or implementation framework provided by the respective companies meant that the research participants were free to engage in whatever learning translation they wished to pursue.

A further dimension of the personal belief in the value of learning and leadership development was the assumption that the research participants would have a similar acceptance. The question from one participant part way through the process along the lines of 'why would I want to apply the case programme learning' stopped me in my tracks. Although the third research question was designed to include the exploration of the role of personal agency in leadership learning translation, its positioning in the order of research question investigation was based on my interest in personal agency as a mechanism underlying the presence and/or strength of social capital flows rather than

as an object in its own right. A researcher able to operate independently of her values or a researcher with different values may have prioritised the questions differently or indeed posed different questions.

My professional interest in facilitating an individual's development also proved an occasional distraction in the research gathering phase. My natural reaction when listening to the Research Participant's leadership learning translation experiences was to want to adopt a professional role of coach and/or mentor to assist the translation process, rather than to maintain the researcher objective of exploring the underlying structures and mechanisms associated with the translation experience. However, responses to the question soliciting how the interviews may have influenced the participants' learning translation suggest a neutral posture had been maintained, if not a neutral impact. (There was evidence that for some research participants the longitudinal interview process had encouraged reflective practice and potentially stimulated learning translation).

3.4.3 EXPERIENCE

Drake & Heath (2011) consider experience as separate from professional identity, believing experience to be important as it provides an evidence base from which the practitioner can develop insight into what is important. Although, it should be noted that Criswell (2010) challenges whether we do become better, more capable professionals by virtue of experience.

Fulton et al. (2013: 82) quite rightly warn of the potential for such experience to foster a type of "territorialisation of knowledge that can blind to new and novel ways of thinking". Particularly relevant, here, is the HRD professional's longstanding and never questioned assumption of the line manager's importance to successful leadership learning transfer. My company's leadership development interventions are currently designed to include a form of support input for participants' line managers ranging from simple briefing packs to more intensive coaching programmes. Whether it is possible not to be influenced by such long held assumptions, I don't know. However, the 'slow burn' of the EdD has given plenty of time for me to be shaped by, as well as to shape, the research (Lichtman 2013). Thus, the literature has raised a number of challenges to our current practice but also encouraged a switch to new modes of thinking and the opportunity to note new things.

There is the potential that, with a belief in the value of my experience, I fell into the trap set by the "feeling of knowing" (Criswell 2010: 146). Undoubtedly, there were interview situations where I assumed an understanding of a research participant's response based on my experience, resulting in early closure of an issue rather than delving further. Respondent validity rectified any incorrect data collection but could not compensate for any questions remaining unasked. The analysis phase, I consider less of a problem because of the reflection imposed by the constant interplay between

theory and empirical observation at the heart of critical realism. Further, Cousin (2009) and Gibbs (2007) provided a very helpful set of principles to support a reflexive approach to data analysis.

Certainly, thirty five plus years working across different sectors and size of organisation and holding roles of leader, leadership development participant and leadership development practitioner combine to provide a depository of experiences and situational understanding on which to draw. This reserve contributed to the critical assessment of extant theory, the building of empathy with research participants, the ability to delve deeper with interview questions and/or contextualise and synthesise responses, perhaps not available to a younger or purely academic researcher.

Unlike other sections in this Research Methodology chapter, this account has continued to develop as I have continued to evolve throughout the research process and should still be considered as 'work in progress'.

3.4.4 ETHICAL CONSIDERATIONS

Whereas, the research focus was unlikely to give rise to sensitive research, Lee (2009) suggests that a practitioner researcher's involvement in the research setting both prior and post research introduces different types of ethical issue. With reference to checklists provided in student research texts (Cohen et al. 2007; Saunders et al. 2012) potential ethical issues identified arose from: the researcher's relationship with the case participants; the researcher's relationship with the case participants' sponsoring organisations; opportunities for reciprocity between the researcher and the case participants/organisations; and, the researcher's lack of control over the ongoing participation of the research participants. Each issue exacerbated by the extended links resulting from a longitudinal qualitative study (Pettigrew 1997).

The response to these considerations was guided by the research ethics presented in the Policy and Code of Practice on Research Ethics (University of Derby 2011) and Ethical Guidelines for Educational Research (British Educational Research Association 2011) governed by principles of non-maleficence and beneficence. Additional guidance was provided by the professional ethics of my company values (Awbery Management Centre 2012) and my profession's Code of Professional Conduct and Practice (Chartered Management Institute 2007/2014), both directed by professional respect and commitment to individual growth.

The response is summarised using the format for ethical considerations provided within the Request for Ethical Approval for Individual Study/Programme of Research (University of Derby 2012), below. The original request for ethical approval is provided at Appendix 3.9. Confirmation of approval was given by the Social Sciences and Postgraduate Studies Ethics Committee on 8th November 2012.

Protection of participants

As a practitioner researcher, researching her company's own participants, it was important to establish a clear boundary between professional and research activity. My responsibilities within the company are predominantly managerial with an emphasis on quality assurance, finance and strategic development. To avoid any professional contact, all obligations relating to my role within the company's Quality Assurance Framework (Awbery Management Centre Ltd 2012) which may either directly or indirectly have brought me into contact with the research participants, for example, internal verification of coursework, were devolved to a third party.

Names of participants agreeing to take part in the study were not divulged to the participant's sponsoring company, the programme delivery team or other programme participants to avoid undue attention towards the research participants. There was the possibility that an employer, believing his or her employee may be participating in the research project, would take an extra interest in the employee's learning translation. Although such an intervention would not be desirable in research terms, it was considered that the impact on the research participant would be positive.

Equally, the reflection by research participants induced by three interviews focussing on their leadership and leadership learning translation, may possibly have prompted or changed leadership learning activity. Again, it was felt any such influence would be positive.

Consent

A letter was sent to the sponsoring companies of participants on the case programme by my relevant Business Development Director outlining the purpose of the research and the commitment required by participants, and requesting permission for me to approach their participant. The voluntary nature of the participant's involvement in the research project was stressed.

Questionnaire data was collected by an independent administrator as part of the company's standard programme feedback collection. The form identified which part of the feedback related to the research project and that its completion was voluntary (see Appendix 3.2).

The first time I met the primary element participants was half-way through the case programme to make a presentation about the study. This was followed up by a Research Participant Information Sheet and Consent Form to return to ensure that the decision to take part was made without pressure and with the information necessary to give informed consent. In particular, the commitment required was clearly outlined to ensure participants did not regret their consent part way through the longitudinal study which may have impaired data collection. Please see Client letter and Participant Information Sheet at Appendix 3.10.

Following each interview, participants were emailed an interview transcript with the option to change or add clarification to their responses.

Deception

It was considered that better quality data would be collected by participants being fully aware of the research and its objectives. Therefore, at no stage was data collected covertly.

Debriefing

Research findings have been discussed with research participants for their comment during the later stages of data collection. The research participants and their sponsoring organisations received an abbreviated account of the final findings and conclusions.

Withdrawal from the investigation

As explained in the Research Participant Information Sheet, research participants were able to withdraw from the project at any time without explanation up until analysis of the interview data had been completed. Questionnaire participants were advised that the anonymity of data collection prohibited the later removal of their data.

Confidentiality

No names are used within the thesis to ensure that the research participants, and their employer's anonymity is maintained. Research participants are identified by sequential letters (in preference to pseudonyms) to fulfil the requirement for an audit trail from data collection to explanatory framework.

Giving advice

Potential research participants were signposted to the manager in their company who had given approval for the research participant to be approached; questionnaire recipients were signposted to the programme delivery team.

Data protection

Data storage complies with the Data Protection Act (1988) and my company's Privacy and Data Protection Policy. Research data has been and will continue to be kept securely, password protected on my laptop and backed up on my work computer. Data has not been disclosed to a third party and will not be used for any purpose other than this thesis and associate publications without further consent from the research participants.

Payments

No payments or rewards/incentives have been asked for or have been made to research participants or their sponsoring companies.

Given the time commitments on behalf of research participants was significant, lack of reciprocity could have been an issue. However, as senior leaders, research participants could see the potential benefits of the research to their own companies. Their involvement and the connection which may have developed between us during the course of the interviews are consistent with the partnering nature of my company's relationship with its clients.

Ethical approval from any other body/organisation

As described above, the sponsoring companies of the research participants were made aware of the purpose and conduct of the research project.

Contractual responsibilities

The letter sent to sponsoring companies of potential research participants outlined the expected research outputs for the researcher and her company, and clarified data ownership, intellectual property rights and permission to publish.

3.5 SUMMARY

The research design and rationale has been determined by what is best described as a critical realist ontology and epistemology emerging from my life experiences, underpinned by a non-maleficence and beneficence ethical stance.

A qualitative approach using a longitudinal case study was chosen as the most appropriate method to answer the research questions given the adaptive and recurrent nature of leadership learning translation identified by the literature review. Data was collected from nine primary case elements via three rounds of semi-structured interviews over a 12 month period and from secondary case elements. The breadth and length of the study facilitated the development of an explanatory framework through abductive and retroductive analysis consistent with a critical realist approach.

The transparency of method allows Trustworthiness criteria of credibility, transferability and dependability to be demonstrated. A reflexive section supports the fourth Trustworthy criterion of confirmability and concludes that, on balance, my personal drivers, professional self, experience and ethics have no doubt influenced but afforded a positive contribution to the research.

4 THE CASE STUDY

4.1 INTRODUCTION

This section contains information collected from desk research including marketing literature, programme materials and administrative records, later confirmed during the case interviews. It is designed to offer background information about the case against which to set the subsequent research findings. Further, as Stake (2005) suggests, the narrative enables readers to vicariously experience the programme and facilitate the drawing of their own conclusions.

4.2 THE CASE PROGRAMME

4.2.1 BACKGROUND

The case follows the learning translation from a ten day strategic leadership programme, titled the Holistic Leadership Programme (HLP), held between September 2014 and March 2015. The programme takes its name from its holistic treatment of leadership, integrating intra personal, inter personal, team and organisational aspects of leadership.

HLP is an open programme offered annually and typically attracts senior managers from the private sector either from companies who do not have sufficient senior managers requiring development to justify an in-company programme or from companies who deliberately choose to have their managers attend a public programme to gain exposure to other organisations. HLP is a well-established programme and testament to its success is that eleven of the twelve participants on the case programme work for companies who have previously used the HLP for leadership development.

HLP is delivered in five two-day workshops interspersed with directed learning and assignments, with tutor support available throughout. The programme aims to critically explore latest academic thinking against the backdrop of participants' experiences. No specific leadership perspective is presented. Rather, through debate and reflection, the participant is encouraged to work towards an individual 'model' of best practice leadership. Ostensibly, the programme content is similar, in many respects, to other leadership development programmes used within case study research (for example, see descriptions of programmes in cases by Ladyshevsky & Flavell, 2011; Lancaster & Milia, 2014). However, three distinctions may be apparent which are worthy of note because they were raised by case participants within the interviews:

Firstly, the quality of faculty. The HLP delivery team all have significant strategic leadership experience prior to entering vocational education and hold a minimum of a Masters qualification in a leadership and management related discipline. Their experience brings a practitioner focus to the

programme and an agility to engage with and explore participant issues and interests. Thus, the content is highly relevant, a training design factor consistently identified as significant in learning transfer reviews (Burke & Hutchins 2007; Grossman & Salas 2011). Cohort numbers are kept below 15 to allow a discursive learning environment, with the delivery team seeing themselves as facilitators rather than lecturers.

Secondly, the emphasis given on HLP to reflective practice. The concept is introduced on the first workshop but is then applied continually throughout the remaining programme facilitating a continuous reflexive negotiation of the self (Billett & Somerville 2004). Most case participants commented on the difference that this new skill had made to their programme learning and on-going workplace learning.

Thirdly, the holistic nature of the programme. Leadership is considered within a systemic framework with workshops sessions critically reviewing leadership from the perspective of self-knowledge through to organisational power and politics. A new understanding of the organisation’s prevailing leadership paradigm was mentioned by several case participants in enabling them, subsequently, to manage upwards and horizontally to gain support for and remove obstacles to their learning translation intentions.

Delivery team representative statements of the HLP programme’s distinctive features are provided in Table 4.1, below.

Table 4.1 Representative statements of case programme distinctive features

Programme feature	Delivery team representative statement
Facilitation and practitioner focus	<p>“at level 7, we’re questioning and we’re stimulating them and challenging and trying to get them to develop their thinking...it’s the first time they’ve had the time to really question what effective leadership means in their organisation” [Delivery team member 2]</p> <p>“my job is to disturb their thinking and facilitate the progression of that later on, and everything else is just a support structure to allow that to happen”...it is a question of starting to get them to explore, looking at the world in a different way” [Delivery team member 1]</p>
Reflective practice	<p>“the emphasis on reflective practice has been increased” [Delivery team member 2]</p> <p>“So we do a specific thing on reflection...we do that right at the front. It scares the living daylights out of everybody in the room but within two or three workshops they are going ‘I reflected on that the other day, it was really good and we can do that differently,’ and all of a sudden they would do it without thinking about it, it almost became an unconscious competence....All we can do is thought experiments” [Delivery team member 1]</p>

Holistic nature “The notion of power and politics...they start looking at that from the perception of how do I get the power and how should I wield it, but I think later it develops into ‘well, I recognise that there is power and politics and I need to navigate a way around it rather than be part of the current process....because we need to do something different’. So there is a kind of growing depth of understanding, I think, around how they manage the situation in which they find themselves”
[Delivery team member 1]

Source: Delivery team interviews *in vivo* coding

Participants have access to a wide range of e-learning support materials including e-books, EBSCO research database and leadership videos. Successful completion of the programme and associated coursework achieves a nationally recognised vocationally related qualification (VRQ) Level 7 Certificate in Strategic Management and Leadership.

4.2.2 LEARNING TRANSLATION

Learning translation is considered within the HLP design although, following discussions with the delivery team, this appears to be based on custom and practice rather than any specific learning transfer strategy.

- In advance of the programme, line managers are advised of the programme content and how they can assist their participant by agreeing programme outcomes, showing an interest in programme learning and considering its application in the workplace.
- Prior to attending the programme, participants are encouraged to discuss learning objectives with their line manager “it is important for you and your line manager to take time to establish your own personal learning objectives, in order to measure the distance you travel in your own development, throughout this leadership programme” (Awbery Management Centre Ltd, 2014: 4).
- Action learning sets (Revans 1998) are used from the third workshop to explore specific individual leadership practice issues.
- The final session of each two-day workshop prompts the participants to consider and share with the cohort the learning they wish to start to translate into their leadership practice prior to the next workshop. At the next workshop, the opening session encourages participants to share their progress.
- The assignments support learning translation through the examination of strategic leadership within the participant’s own organisation and an evaluation of performance management strategy, although the potential is constrained by the awarding body’s requirements. A concern

was expressed that the assignments may act as distraction from the participant's intended learning translation.

- The discursive learning environment encourages exploration and reflection, key parts of Kolb's learning cycle, thereby potentially providing a catalyst for learning and subsequent learning translation.
- The delivery team offers support to participants, between and beyond the workshops, in their learning translation as well as with assignment preparation.

4.2.3 THE CASE COHORT

The case cohort comprised of twelve participants from six different organisations. All participants completed the delivered phase of the programme with 10 completing the associated qualification at the time of writing. A general description is presented within Table 4.2, below.

Table 4.2: Case programme participant demographics

Participant	Role	Age	Declared higher education/ professional membership	Organisation	Sector
i	Technology Supply Chain Manager	36	BSc Computer Science	Large international	Leisure
ii	Vice Principal	50	MA Lifelong Education; CMgr	Large local	Education
iii	Head of Supply Chain and Procurement	44	MBA; Member CIPS		
iv	ICT and Improvements Director	45	BEng		
v	Sales and Engineering Executive Director	50	BEng	Large national	Engineering contracting and construction
vi	Managing Director	50	-		
vii	Group HR Director	39	Chartered Member CIPD		
viii	Technical Marketing Manager	39	BEng	SME international	Pharmaceutical equipment
ix	Manufacturing Manager	35	BSc Production and Operations		
x	Technical Design Manager	42	-	Large global	Paper and packaging
xi	Marketing Manager	45	CIM Professional Diploma		
xii	Owner Manager	49	PG Cert Enterprise; Member Institute of Consultants	SME	Business services

Source: Programme documentation

No evidence of coercion to attend the programme was found during the case interview. Therefore, it is reasonable to assume that the participants were positively engaged towards learning and learning translation. Eleven participants were senior managers from across the private and third sectors holding leadership positions and therefore potentially had the opportunity to translate their HLP learning into improved practice; one participant was a business consultant with a declared primary interest in learning leadership knowledge rather than learning translation.

4.2.4 SCHEDULE

The case follows the 2014 HLP cohort for a 12 month period. The programme schedule and research ‘interventions’ are summarised in Table 4.3, below.

Table 4.3: Case programme workshop schedule and research schedule

Month	HLP schedule		Research schedule	
Sep 2014	HLP Workshops 1 & 2	Directed independent study		
Oct 2014	HLP Workshops 3 & 4			
Nov 2014	HLP Workshops 5 & 6		Tutor support	Cohort Questionnaire
Dec 2014	HLP Workshops 7 & 8			Research Participants Interview 1
Jan 2015	HLP Workshops 9 & 10			
Feb 2015				Delivery Team Interviews
Mar 2015	Assignment submission			
Apr 2015			Research Participants Interview 2	
May 2015				
Jun 2015				
Jul 2015				
Aug 2015				
Sep 2015			Research Participants Interview 3	

Source: Programme documentation

4.2.5 THE RESEARCH 'SAMPLE'

Eleven out of the twelve participants completed the Questionnaire and agreed to assist with the research interviews including the business services consultant. Having no line manager, peers or subordinates, the business consultant's responses to the Questionnaire were easy to identify and were subsequently removed from the Questionnaire analysis; however, it was decided her unique position within the cohort may offer useful supporting data and therefore she was included in the interview data collection process as a secondary element.

In the event only ten participants took part in the interviews, including the business consultant.

The delivery team comprised of two Tutors both experienced in HLP delivery and familiar with the case participants' companies through their work with earlier HLP cohorts. Both agreed to and participated in interviews.

5 FINDINGS, ANALYSIS AND DISCUSSION

5.1 INTRODUCTION AND PARTICIPANT PERSPECTIVES ON LEADERSHIP LEARNING TRANSLATION

This section presents the case research findings and discussion into the role of a leader's network social capital on leadership learning translation. The findings are presented and discussed by Research Question reflecting the researcher's thought processes and the order in which the findings were developed, validated, examined against literature and refined. However, it is not to imply that this was a discrete process.

Before commencing the exposition, following on from the discussion of alternative leadership perspectives in section 2.2.2, an understanding of the research participants' appreciation of leadership learning translation is useful in offering context to the research findings.

5.1.1 RESEARCH PARTICIPANTS' APPRECIATION OF LEADERSHIP AND LEADERSHIP LEARNING

The case participants' questionnaire responses to their leadership knowledge learning and translation intentions are consolidated in Appendix 5.1, columns A and B. From a functionalist skills perspective, although each respondent's intended learning is unique, common skill themes emerged, in particular the importance of reflective practice and improved delegation. Neither of these topics had been discussed recently within the case programme at the time of questionnaire completion, thereby reducing concerns over the reliability of participant responses. Other individually identified areas for translation intention included emotional intelligence, motivation and team performance.

Interview data subsequently confirmed that the learning being translated into practice corresponded with the intended learning identified in the questionnaire responses. However, it became clear that the improved practice of specific skills was being undertaken as a means to achieve a less discrete facet of leadership. For example, for Research Participants A, C and G, reflective practice was a necessary addition to the skill set to enable individual leadership learning to occur; for Research Participant B, delegation skills improvement was required to create time to focus on a wider concept of organisational leadership, particularly in the adoption of a more strategic stance.

Where participants were able to offer a definition of leadership, a more dialogic perspective was apparent – Research Participant A, C, D and E, amongst others, saw leadership as a way of 'being' – and more evident than is represented in the current literature (see section 2.2.2). Interestingly, two of the younger participants questioned whether they wanted to become the 'entity' of a leader, displaying a more critical interpretation of the requisite leadership identity expected by their organisations.

Research Participant representative statements on leadership translation focus are provided in Table 5.1, below. Note, Research Participant labels of 'A', 'B' etc. reflect the order in which the first Interview was taken and, purposely, to protect confidentiality, do not correspond to the order of case programme participants listed in Table 4.2. The suffix 1, 2 or 3 refers to data from the first, second or third interviews, respectively.

Table 5.1: Representative statements of leadership learning translation focus

Leadership perspective	Research Participant representative statement
Functionalist	The strongest thing was the motivating stuff...stopped me in my tracks and made me think about things in a very different way in terms of my team and what motivates them to come to [place of work] [A1] It's tools for me, the dysfunctional team stuff [I1]
Functionalist with wider rationale	Reflection is a biggie, and it is for all of us...it's almost like a light switch for me [C1]...I need to be more considered if I'm going to operate at a different level [C2] I've shown them where we are and my objective is to get there [right hand side of Tannenbaum & Schmidt control/autonomy continuum]...its really uncomfortable for me...but I know I have to spend more time to think strategically, planning and getting others to engage in the process [B2]
Dialogic	Regular behaviour...predictability in terms of how you are with people [A1] I would have said it's [leadership] a way of being [C1] I'm not sure that I could...become a leader...it wouldn't be a natural thing for me...an almost fake way of me acting [E1]
Dialogic/Critical	I have to change if I want to become a leader...it's now whether I feel comfortable and whether I want to commit to making those changes and be that person...the culture that [his company] want to develop for their leaders [D2]

Source: Interview data first cycle *in vivo* coding

5.1.2 THE LEARNING PROCESS

Questionnaire data (see Appendix 5.1 column C) suggested overwhelming that the translation from leadership knowledge to leadership proficiency was expected to take six to 12 months. In the event, interview data showed progress with learning translation varied between participants (see Appendix 5.2) and it was apparent for some that there had been other strategic priorities and/or distractions. For instance, Research Participants D and G were moved and temporarily seconded, respectively, to roles with limited leadership opportunity; research participant C's role became, in the short term, more operationally focussed as a result of a major contract acquisition. However, there was evidence in the latter interviews (at seven and 12 months after the start of the programme) of at least some leadership learning translation, either skills embedment and/or identity development for all the research participants.

Interview data showed learning translation was viewed as a recurrent and continuous process consistent with adaptive transfer, as discussed in section 2.3.2. Research participants saw a requirement to adapt their leadership to new situations and personally evolve in response to a changing business environment. Cognitive and social constructivist forms of learning as hypothesised in section 2.3.3 were apparent. Although reflective practice was discussed by some as an individual cognitive activity, most forms of learning were discussed in the vocabulary of social learning.

Research Participant representative statements on the learning process are provided in Table 5.2, below.

Table 5.2: Representative statements of the learning process

Learning process	Research Participant representative statement
Embedment	<p>I think about it every day, the motivational stuff, why am I here today, what am I doing, am I making an impact and I try and get the teams to do that as well [A2]</p> <p>Letting go of the detail...is becoming a natural part of what I do...Yeah, I really do. I do. I do. [B3]</p> <p>On reflection, I have been but without consciously knowing it. I have probably been working and thinking strategically but not a day in the diary saying 'strategy' [C2]</p> <p>I have changed my attitude, the way I approach people on a day to day basis...I feel I'm probably happier at work as well because of it [E2]</p>
Recurrent	<p>It is a continuous process this, isn't it [B1]</p> <p>I have changed my delegation methods...I need slightly to evolve more....It's [the programme] the foundation...and then obviously to build on...you have to adapt and learn and shape it to the individual work and of course the teams [J2]</p>
Cognitive constructivism	<p>I don't look for help and guidance very much....I don't really go to people for advice or help [E1]</p> <p>[Reflection]....mainly with myself, it's kind of more comfortable I think with me [J1]</p>
Social constructivism	<p>Learning from each other...looking how they are doing things differently was worth every penny [A2]</p> <p>Someone else can actually be a little more critical and look at you from a different perspective, and every now and then just chuck in a word or a phrase that makes you challenge yourself [G1]</p> <p>I guess it's from monitoring senior roles...I get to see them in action [F2]</p>

Source: Interview data first cycle *in vivo* coding

5.1.3 DISCUSSION

The perceptions of leadership observed in this case support a wider concept of leadership than the predominantly functionalist focus found in the literature by Mabey (2013). Equally, translation of leadership learning appears consistent with the metaphor of a chain of recontextualisations (Evans et al. 2010) rather than a one-off process of acquisition and transfer. Further, learning appears directly implicated in practice and an outcome of practice as asserted by Boud & Hager (2012) and

Vermeulen & Admiraal (2009). Evidence of cognitive and social constructivism supports the approach taken in this study to consider learning from both perspectives, research participants' learning being shaped through interactions between individual and social contributions as posited by Billett & Somerville (2004), Tarricone (2011) and Wegener (2013).

Importantly, the data suggests a translation timeframe of greater than six months. This period corresponds with the leadership study by Hirst et al. (2004) finding evidence of learning translation only after eight months but is in excess of data gathering in most current learning transfer studies. Recent meta-analyses showing an average time between training and data collection of less than four months (Taylor et al. 2009; Yelon et al. 2013).

The leadership perspective and learning processes identified in this study potentially contribute to an explanation of the inconsistent results in the extant leadership learning research base noted in Section 2.4.2. With respect to leadership learning, the evidence challenges the validity of extant leadership studies with their focus on functionalist skills transfer, the validity of applying traditional learning transfer models with their representation of translation as a one-off transfer process to leadership learning translation, and the reliability of short duration studies to measure leadership learning which involves going beyond repetitive application and requires adaptation to new situations and/or challenges.

5.2 RESEARCH QUESTION 1: FROM A LEADER'S PERSPECTIVE, WHO ARE THE KEY SOCIAL NETWORK ACTORS INFLUENCING TRANSLATION OF LEARNING INTO CHANGED LEADERSHIP PRACTICE?

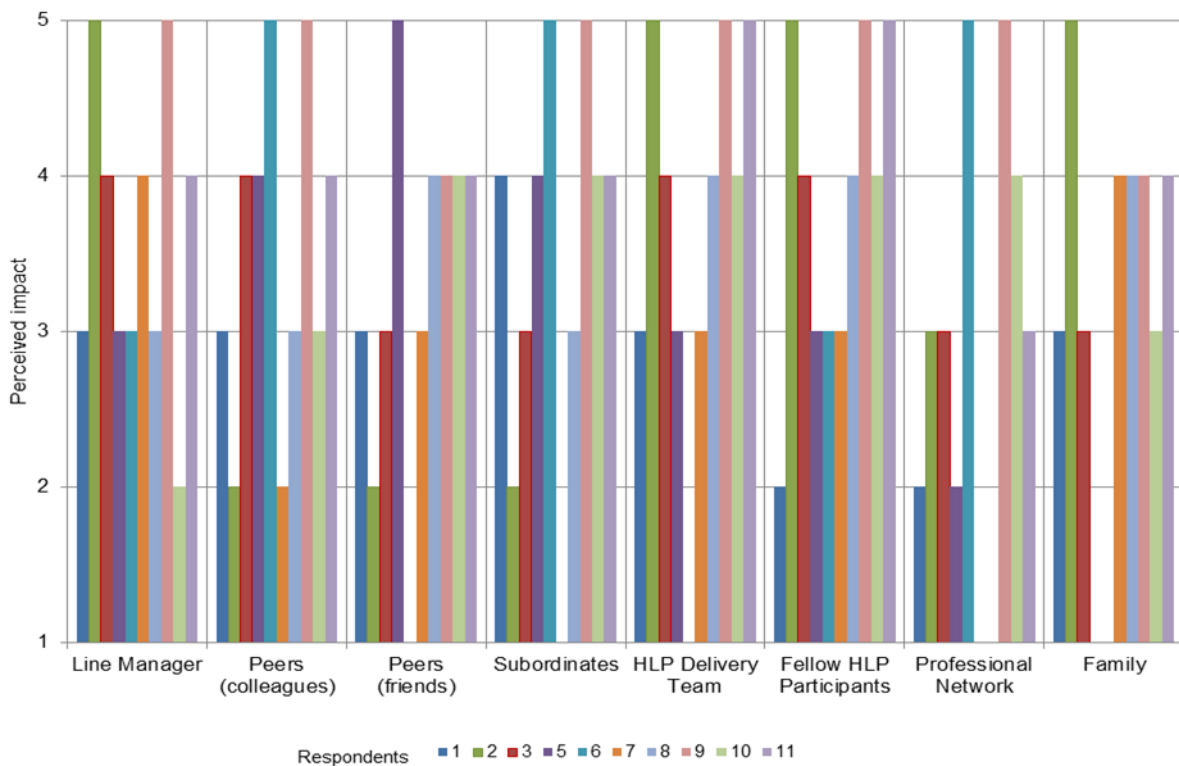
The 'open' format Questionnaire responses to what or who are perceived as potential enablers and inhibitors to leadership learning translation (see Appendix 5.1, column D) suggest 'who' was considered significantly more important than 'what'. The line manager featured strongly although reference was made to other social network actors including senior managers, subordinates and teams. For the majority of respondents, more than one social network actor was perceived to be important. Although, conversely, 'me' devoid of any social network actor was evident in a number of responses. Attempts to find any pattern between type of intended leadership learning translation and perceived enablers and inhibitors were inconclusive.

5.2.1 COHORT RESULTS

Responses to the second part of the Questionnaire, asking respondents to consider the potential positive or negative impact on learning transfer against a provided list of social network actors

derived from the literature and the relative intensity of that impact, are available at Appendix 5.3. The option to include further actors was not taken up.

The consolidated results of the respondents' perceptions of expected intensity of positive influences on leadership learning translation are presented in Figure 5.1a. An individually coloured bar for each respondent illustrates the positive influence intensity of each actor within their social network, where a score of 5 represents high perceived impact. Note that Respondent labels of '1', '2' etc. reflect the order in which the questionnaire responses were processed and, therefore, are unlikely to correspond to the order of case programme participants listed in Table 4.2.

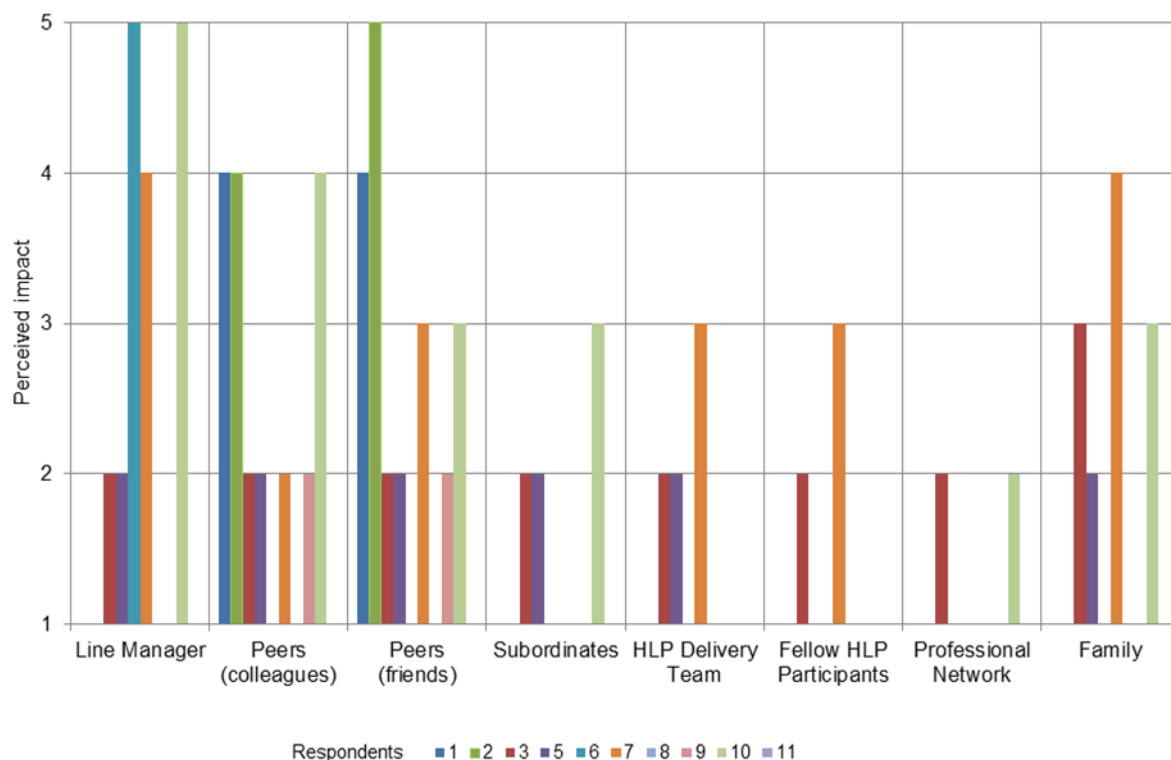


Source: Questionnaire data

Figure 5.1a: Cohort expectations of positive impact

When prompted with a provided list of potential social network actors, respondents identified a greater diversity of influential actors than had been recorded in the first part of the Questionnaire. The consolidated graph shows that high intensity positive influences were spread across the social network, extending beyond the immediate work environment (left hand side of the X axis) to include the case programme, the participants' professional networks and the participants' families (right hand side of X axis). The somewhat 'busy' graph serves to demonstrate the lack of homogeneity of research participants' perceptions of positive learning translation influence and its intensity. Other graphical formats (see Appendix 5.4) showed average intensity to be broadly similar across the social network.

The negative impacts are similarly depicted in Figure 5.1b. These impacts appeared less intense and confined largely to the line manager and peers.



Source: Questionnaire data

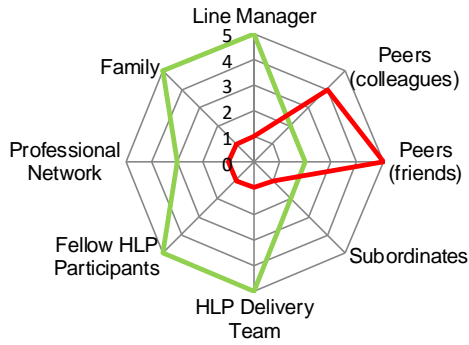
Figure 5.1b: Cohort expectations of negative impact

5.2.2 INDIVIDUAL RESULTS

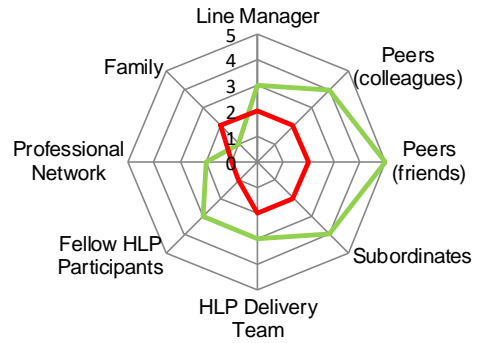
Individual radar graphs for each respondent, describing the expected relative intensity of their social network influences, combining perceived positive and negative impacts, are presented in Appendix 5.5. Again, a score of 5 represents high perceived impact. When viewed individually, the extent of variation between respondents was apparent, with deviations in magnitude of specific actor influence, direction of influence and bi-polar (scoring highly on both positive and negative impact) influence.

For example, Figure 5.2a shows that the actor with most positive impact was identified as the Line Manager, Family and the Case programme (Fellow participants and Delivery team) for Respondent 2; as Peers (friends) for Respondent 5; and, Peers (colleagues), Subordinates and Professional Network for Respondent 6;

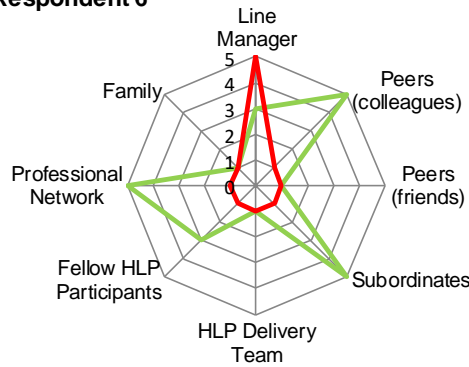
Respondent 2



Respondent 5



Respondent 6



Key

— Positive impact

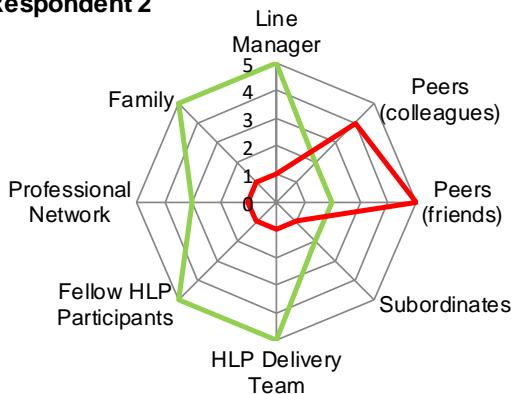
— Negative impact

Source: Questionnaire data

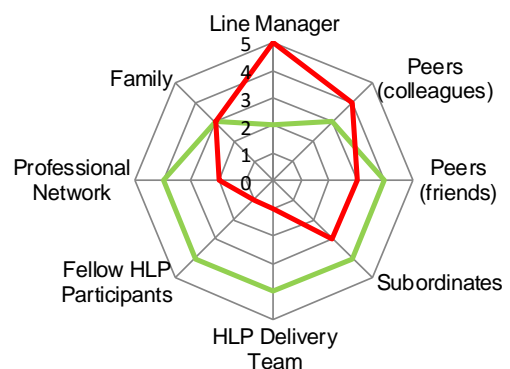
Figure 5.2a: Illustration of diversity in actor of most positive expected influence

Figure 5.2b, that an actor was seen to have a high positive impact by one respondent but a high negative impact by another, for example contrasting Line Manager influences by Respondents 2 and 10;

Respondent 2



Respondent 10



Key

— Positive impact

— Negative impact

Source: Questionnaire data

Figure 5.2b: Illustration of contrasting line manager expected influence

and Figure 5.2c, that the same social network actor was recorded as exhibiting both positive and negative impact for the same respondent, for example Peers by Respondent 1 and the Line Manager by Respondents 6.

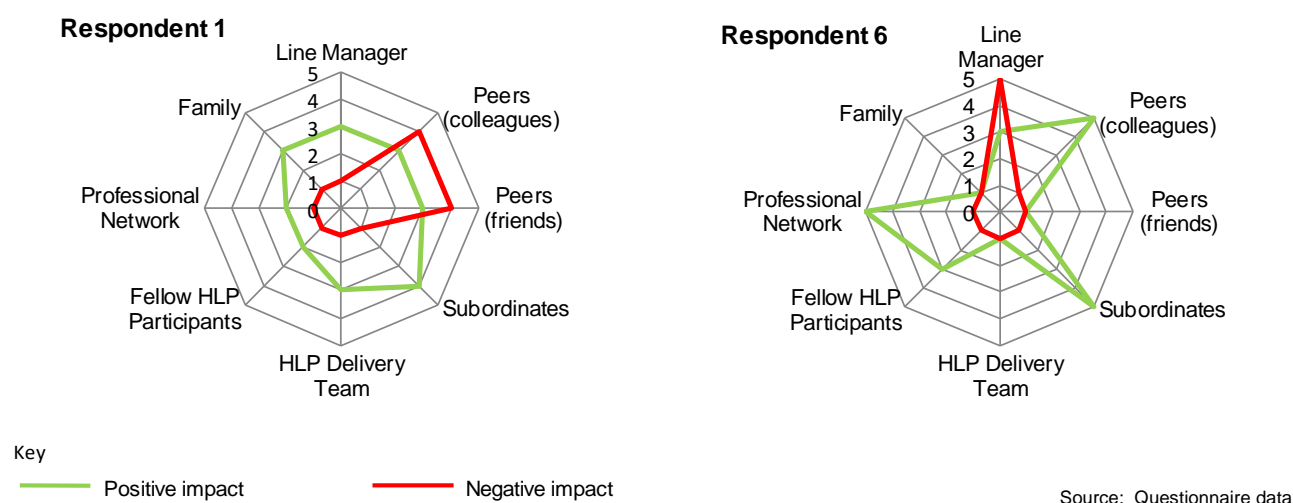


Figure 5.2c: Illustration of bipolar expected influence from within one source

The individual nature of which social network actors were identified by research participants as enablers and/or inhibitors was similarly captured within the interview data as learning translation was in progress. Given the anonymity of the questionnaire responses, it was not possible to determine whether expectations of enablers and inhibitors proved correct in practice. However, despite no provided list of actors to choose from during the interviews, corresponding structural patterns to those presented in the expected enablers/inhibitors outlined above were evident in the interview data.

Using the *in vivo* coding of interview data, as described in section 3.3.5, a summary of the participants' perceptions of social network actors influencing leadership learning translation as translation progressed is presented in Figure 5.3. Influences are colour coded to reflect whether the network actor influence was discussed as a positive (green) or negative (red). A blue cross indicates that a potential influence was discussed but the influence or a specific form of the influence was absent. Note, that in comparison with the questionnaire data, the role of senior management was recorded sufficiently often to be worthy of inclusion within the analysis; however, when discussing peers, a distinction was rarely made between friends and colleagues suggesting it prudent to treat Peers (Friends) and Peers (colleagues) as a single type of network actor.

With the identity of the interviewees known, it was possible to look for patterns within the social network actor structure associated with certain participant attributes. Enabler/inhibitor influence patterns found were associated with companies, research participant seniority and, although

Research Participant	Line manager	Peer	Subordinate	Senior management	Programme delivery team	Programme cohort	Professional network	Family	Self (researcher subjective)
A	● X	● ●	●	● ●	●	● X	●		●
B	● ● ●		●		●	● X	●	●	●
C	● X	●	● ● ●	● ● ●	●		●	●	●
D	X	X	●	● X ●				●	
E	● X ● ●			● ● ●	●	●		● ●	
F	● ● ● ●	●	● ● ●	● ● ● ●	●	●		● ●	●
G	● X	● ● ●		● ● ● ●	●	●			
I	●		●				●		
J	X ● ●	● ● ●	● ● ●		●				●

Key

- Social network actor discussed as enabler
- Social network actor discussed as inhibitor
- X Social network actor discussed as potential enabler but assistance or specific form of assistance is missing

Source: Interview data first cycle *in vivo* coding

Figure 5.3: Participant perceptions of social network actors enabling or inhibiting activity in the early stages of learning translation

subjective, research participant personal agency. No patterns were found for age, organisational role, leadership perspective nor intended learning translation. Given the small number of research participants, such patterns should be treated with caution. This attribute 'sorted' data can be found at Appendix 5.6A to Appendix 5.6C.

Sponsoring company (Appendix 5.6A): If taken together, Research Participants B, C, G and I from the same company exhibited greater perceived enablers and noticeably fewer inhibitors than the research participants in general. Conversely, Research Participants E and F from a different company displayed marginally fewer than average enablers but markedly greater than average inhibitors. Whereas this may appear to be related to different company cultures, interview data suggests that both companies viewed learning positively and actively encouraged participation on the case programme. The positivity of the B, C, G and I grouping may be derived from the 'critical mass' associated with five senior members from the company participating on the case programme. The negativity of the E and F group may be associated with the relatively less senior leadership positions held (see below).

Seniority (Appendix 5.6B): Seniority is based on desk research of the financial and physical size of organisation and the participant's position held within it, triangulated with case programme delivery team insights. The least senior Research Participants D, E and F displayed over-representation of inhibitors with senior management and family being cited as inhibitors by all three. This pattern may be a reflection of age with D, E and F being three of the four youngest in the cohort; however, the under-representation of inhibitors for the fourth youngest, would discount this. Alternatively, the company influence of research participants E and F, discussed above, may be distorting this grouping.

Role of self (Appendix 5.6C): This is the researcher's subjective grouping based on whether the research participant mentioned their own role unprompted in learning translation and the degree of proactivity displayed in learning translation. The grouping with more awareness of self and/or proactivity, Research Participants A, B, C, F and J, exhibited greater representation of both enablers and inhibitors. This may be a reflection of their learning translation experience and/or an indication of their deeper consideration of learning translation. It should be noted, with Research Participants A, B and J all being in more senior management positions, that there may be a correlation between proactivity and seniority, with senior managers having reached their positions through a natural proactivity and/or senior managers being more likely through their position to have the autonomy to initiate and control their own learning translation.

Taking a more social network perspective, individual research participant sociograms were created with respect to perceptions of which ego social network actors were influencing leadership learning translation – a sociogram being a recognised visual format for representing not only the network of

social actors surrounding an individual but also the inter-relationships between those actors (Hatala 2006; Kilduff & Brass 2010; Rientes & Kinchin 2014; Hoppe & Reinelt 2010). Theoretically, one leader’s ego social network is very much like another’s, each having a connection to a line manager, peers, subordinates, family etc. However, in addition to what we know from the above findings that the perceived importance of these connections varies considerably within the case cohort, it is also possible that the configuration of inter-connections between actors within the leaders’ ego networks may also vary. The density and diversity of this ‘structural embedded capital’ engendered by the configuration – described as ‘capital’ within the social network literature because of resources which may arise from possession of the links (Nahapiet and Ghoshal 1998) – may be important to leadership learning translation: Density potentially protecting organisational norms of leadership; diversity potentially offering more varied leadership learning resources, as discussed in section 2.5.3.

The individual sociograms are presented in Appendix 5.7. The sociograms allow not only the disparity in the number of perceived enablers and inhibitors network ties to be clearly observed but, also, the variations in density and diversity.

For example, sociograms for Research Participants F and I, in Figure 5.4a, show differing numbers of individual influential ties, although Participant I’s all carry positive influence;

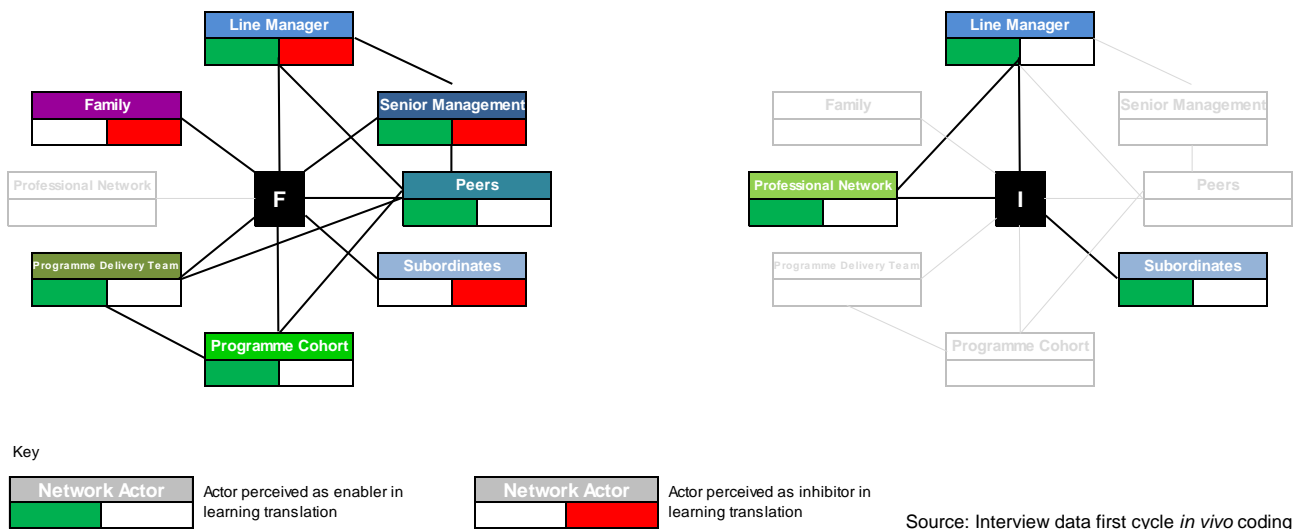


Figure 5.4a: Illustration of diversity in number of influential ties

Sociograms for Research Participants E and G, in Figure 5.4b, demonstrate contrasting density despite a similar number of network actors perceived to be important. Participant G holds a group

role and his leadership is largely operated through his peers and their subordinates. The peer relationship is heightened by two direct peers similarly attending the case programme. Whereas, Participant E has a similar number of influential ties, there is less inter-connectedness between them;

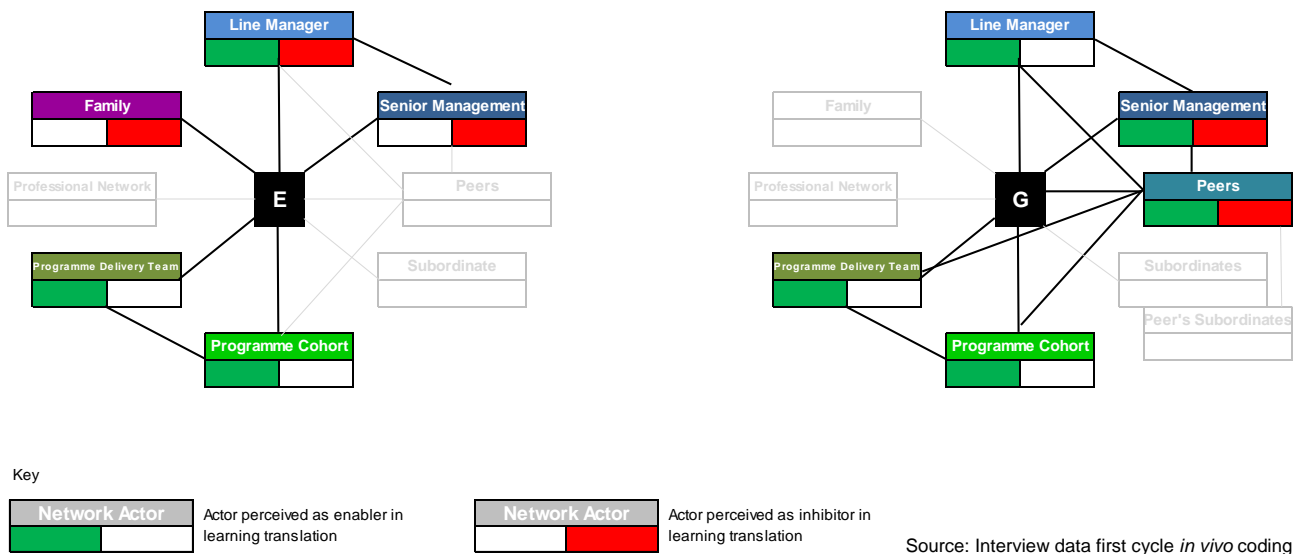


Figure 5.4b: Illustration of contrasting density

Sociograms for Research Participants C and J, in Figure 5.4c, display different diversity of actor background. Participant C is able to draw on learning resources from his work, the case programme participants, professional network and family; whereas, Participant J is more reliant on work resources. It should be noted that Participant J works for a global company and therefore may be exposed to greater diversity of learning resources within his workplace than participants in other companies.

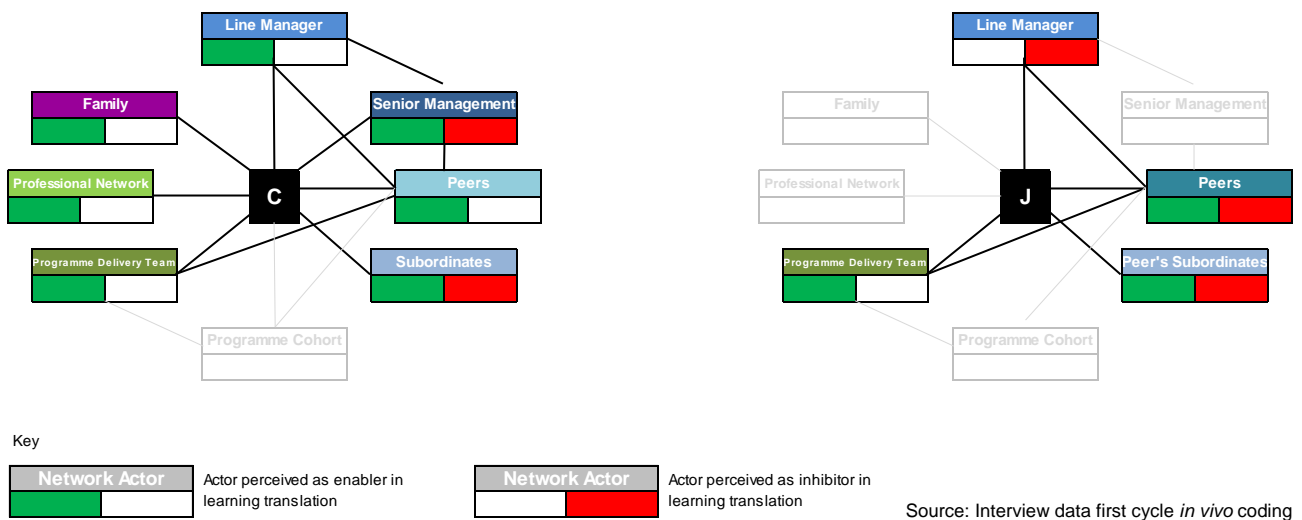


Figure 5.4c: Illustration of contrasting diversity

5.2.3 DISCUSSION

Research participants' perceptions of enabler and inhibitor influence on leadership learning translation within their social network exhibit heterogeneity in the number of influences and their intensity, polarity, density and diversity. This individuality may explain the ambiguity in results of extant learning transfer studies illustrated in section 2.4.2.

Although the line manager is perceived to be influential as either an enabler or inhibitor of leadership learning translation by the majority of research participants in this study, there is considerable evidence that other actors within a leader's social network are perceived to play a significant role. In the workplace, peers and subordinates appear to have an equally important impact on learning translation success. Thereby, supporting the assertion made in a number of learning transfer studies (for example Chiaburu 2010; Heslin & Latham 2004; Murphy & Kram 2010) of the growing importance of these actors at the expense of the more distal and intermittent influence of the line manager. The senior management influence recorded within the case is consistent with studies by Nikandrou et al. (2009) and Simmonds & Tsui (2010).

The recognition by research participants of social network actors outside the workplace as important influences on their learning translation confirms the contention by Molloy (2005) that in contemporary society the employer no longer provides the sole means of identity. Further, it supports Roberts (2006) in her assertion that looser communities and temporary communities provide possibilities for participation and learning. The positive value placed on programme peer relationships replicates evidence found in qualitative leadership translation studies undertaken by Ladyshevsky & Flavell (2011) and Simmonds & Tsui (2010). Equally, the identification of professional network relationships gives weight to the growing role of professional leadership networks as an alternative medium for leadership development put forward by Hoppe & Reinelt (2010), Dulworth (2007), Parker et al. (2008) and Dixon (2006). The inclusion of the family as enabler or inhibitor supports the role found in leadership and management studies by McCracken et al. (2012) and Murphy & Kram (2010).

In particular, the case endorses that a 'developmental network' perspective, emphasising the importance of a constellation of developmental relations (Dobrow et al. 2012; Higgins & Thomas 2001; Molloy 2005) is applicable to leadership learning translation. However, the number of inhibitor relationships identified, albeit lower than the number of enabler relationships, suggests that a social ledger approach which sees relationships having the potential to carry negative as well as positive benefits (Labianca & Brass 2006; Venkataramani et al. 2013) provides a more realistic view of social reality in the workplace. Although perceived inhibitor relationships are less frequent and less intense, it is important to remember that the negative asymmetry surrounding social relationships noted by Eby et al. (2010); de Jong et al. (2014); Venkataramani et al. (2013) may make these relationships relatively more significant.

The number of different social network actors perceived as being important in assisting leadership learning translation is consistent with findings from developmental network studies examining personal and professional development by Murphy & Kram (2010) and Rientes & Kinchin (2014). Importantly, the social network actors encompass a far broader range of organisational and non-organisational relationships than those traditionally investigated in the transfer literature which to date has focussed largely on line manager or peer relationships. These findings challenge both the continuing academic focus on single variable learning transfer studies and its preoccupation with the line manager relationship, and the exclusion of extra-organisational variables in single and multi-variable studies, as discussed in section 2.4.3.

The data suggests that the number of positive and/or negative ties perceived by research participants may be associated with certain research participant attributes, though the small number of research participants means any such observations must be treated with caution. The 'critical mass' benefits associated with having fellow programme participants from within the same company, as suggested by Kivland & King (2015), is inconclusive. However, leadership seniority and personal proactivity in implementing leadership learning both appear to be associated with higher incidence of positive network ties. Certainly, the greater number of positive (and inhibitor) ties perceived by those appearing most proactive is consistent with the results of a study by Ciporen (2010) examining enabler and inhibitor relationships in personally transformative learning.

From a social network perspective, the case also shows that leaders may have similar ego networks in terms of each having a line manager, peers, professional network etc. and perceive a similar number of leadership learning translation influences from within their social network but may possess different structural embedded capital. This observed disparity in density and diversity is consistent with the study by Dobrow & Higgins (2005) showing varying structural embedded capital amongst an otherwise outwardly homogenous post-MBA cohort.

Variation in the density and/or diversity of the relationships may affect the value of the social capital associated with the ties. *Ceteris paribus*, if the leader's attempts at learning translation are consistent with current norms, a more dense network is likely to provide additional support over and above individual enabler relationships (Portes 1998). There is an association here with the social learning concept of communities of practice (Lave & Wenger 1991) and acceptance by the community of the apprentice leader's learning translation intentions if consistent with its current form of leadership practice. Despite this potential importance of density, it has not been modelled within the relative few learning transfer studies which have attempted to measure the influence of more than one social actor.

In contrast, a more diverse network is likely to provide a wider range of learning resources (Balkundi & Kilduff 2006; Bartol & Zhang 2007) underlying the importance of the brokered space between communities (Handley et al. 2006). Thus, the types of developmental learning resources (positive or negative) provided as a consequence of ties within a leader's social network are perhaps more important than the number of enabler or inhibitor ties. This idea is developed further within Research Question 2.

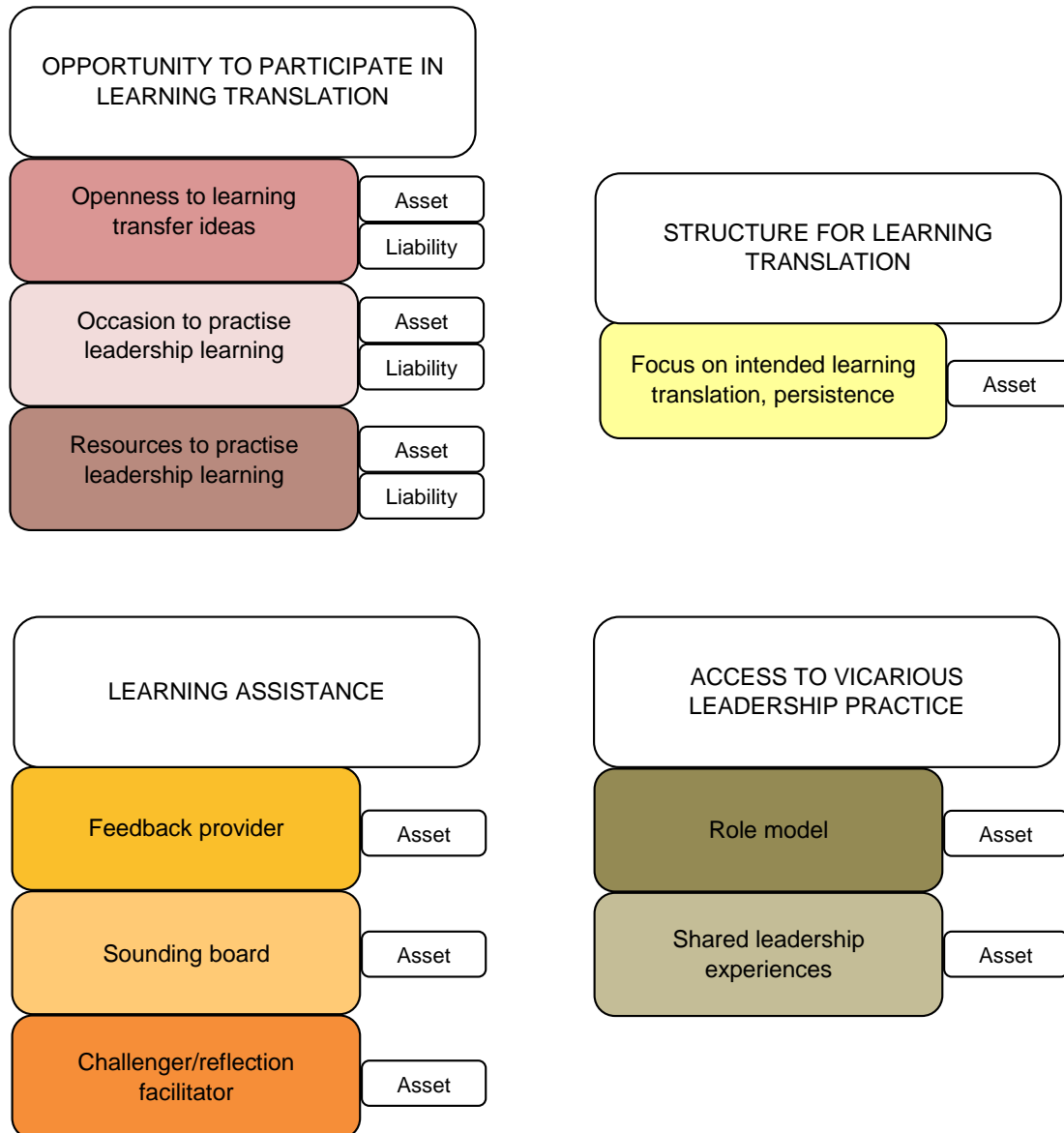
5.3 RESEARCH QUESTION 2: WHAT DEVELOPMENTAL ROLES ARE RECOGNISED BY THE LEADER AS BEING PLAYED BY THE SOCIAL NETWORK ACTORS AND AS FORMING THE LEADER'S NETWORK SOCIAL CAPITAL?

Second cycle, a *posteriori* coding applied to the descriptive matrix, as discussed in section 3.3.5 and presented in Appendix 3.6 provided an insight into the participants' assessment of the nature of the contribution from each of their discussed network actors, either negative or positive, to their leadership learning translation. Data was then re-sorted to create a second cycle display matrix tabulating leadership learning translation contribution against social network actor.

5.3.1 SOCIAL CAPITAL FLOWS

Pattern coding suggests these learning translation contributions – described in the social network literature as 'relational embedded' social capital flows, in as much as they arise through the relationship between the actors Nahapiet and Ghoshal (1998) – consisted of nine categories of enabler capital and three categories of inhibitor capital flows, which could then be combined to form four social capital flow groups: Opportunity to participate; Structure for learning; Learning assistance; Vicarious leadership practice, as outlined in Figure 5.5.

Each social capital flow group is discussed in turn:



Source: Interview data second cycle *a posteriori* pattern coding

Figure 5.5: Identified relational embedded social capital flows supporting leadership learning translation

Opportunity to participate in learning translation social capital flows

It was apparent that the opportunity to participate in leadership learning was more than just having the occasion. In addition, the social network’s openness to the learning intention and the leader having the resources to attempt the learning translation were also isolated as discrete social capital flows by most research participants. For example, the openness of Research Participant A’s subordinates to his learning on motivation added to his line manager’s support for sharing his new learning across the company; for Research Participants C and F, both had line managers who were open to and encouraging of their attempts to allocate more time to strategic thinking but a lack of subordinate resource and/or capability of that resource meant they were forced into operational

activity to the detriment of their strategic leadership intentions; for Research Participant E, although his line manager was encouraging of his participation on the programme, learning opportunities were closed off because of the line manager's reluctance to surrender authority and allow the participant occasion to practise. Further, the participant's family commitments constrained the time resource available to him to invest in leadership development.

Whereas the positive presence of this Opportunity to participate social capital flows can be seen as an important prerequisite asset to learning translation, corresponding negative presence is a definite liability, effectively closing off participation or making it decidedly more difficult to attempt learning translation.

Research Participant representative statements relating to Opportunity to practise in learning translation flows are presented in Table 5.3.

Table 5.3: Representative statements of 'Opportunity to Participate in learning translation' flows

Case identified social capital flow	Nature of flow	Research Participant representative statement	Associated donor
Openness to learning transfer ideas	Asset	Go away and learn it and bring it back, share it with other people [A1]	Line manager
		We've got an open Board that would understand [C1]	Senior management
		They are getting really involved.....wanting to understand, what why, how [I2]	Subordinates
	Liability	He really ought to have been on the course basically....he's just on another page, chapter, whatever, than myself [B2]	Line manager
		I think with X, it's the pace of change [C1]	Senior management
Occasion to practise leadership learning	Asset	I probably don't get as much interference from X as probably anybody else in the group [B1]	Line manager
		What has helped is the empowerment to do it...I think if that hadn't happened [promotion/new line manager] then I would have felt a block [J2]	Line manager
	Liability	You might not have the scope really to apply any of it back [E1]	Line manager
		There's an element of not being able to let go of things....some of that is driven by the industry itself in terms of rules and regulations but some of it is driven internally [F1]	Line manager
Resources to practise leadership learning	Asset	If I didn't have family support, I wouldn't be able to do what I've done [C1]	Family
		Effectively I have to empower people, stop interfering, stand back.....there is no trust issue there, they can do the job. [I2]	Subordinates
	Liability	I've also quite a busy personal element in my life at the moment [F1]	Family
		It's a challenge to get them to take ownership and responsibility [F1]	Subordinates

Source: Interview data first cycle *in vivo* coding

Structure for learning translation social capital flows

The format of the case programme and the challenge presented by the nature of the delivery team facilitation were identified by research participants as providing a structure and stimulus to initiate leadership learning translation between workshops. With the exception of Research Participant F whose line manager regularly enquired of programme learning, there was little evidence of any equivalent structure in the workplace to discuss, encourage, prompt or appraise learning translation. The potential implication of this lack of focus for learning was recognised by the participants, leading to requests for further programme workshops to share progress, regular circulation of new leadership material to act as prompts etc. and, in the case of Research Participant B, seeking out a member of his professional network to help him stick to his new leadership 'diet'.

Strategic clarity was also believed necessary to direct leadership learning, with a lack of corporate vision remarked on by Research Participant D as diluting the effectiveness of his learning translation.

Research Participant representative statements relating to Structure for learning flows are presented in Table 5.4.

Table 5.4: Representative statements of 'Structure for learning translation' flows

Case identified social capital flow	Nature of flow	Research Participant representative statement	Associated donor
Focus on intended leadership learning, persistence	Asset	Come back next week, I'm going to ask you a question, what have you done differently....by him saying that, it encourages you to go into work and...do something different [G1]	Delivery team
		It's really difficult to align my leadership to the vision...because it is always changing and we haven't really got one [D1]	Senior management
		He's keeping me on track, keeping me 'fit'...I have a major fear about the diet, I'm on the diet ...and then I fall off the diet [B2]	Professional network

Source: Interview data first cycle *in vivo* coding

Learning assistance social capital flows

Although, the distinction between learning assistance flows was sometimes a little blurred, three types of assistance were identified from the case data.

Firstly, learning assistance through offering feedback. Feedback was proffered unsolicited by the line manager of Research Participants E and F. In contrast, feedback was actively sought out by Research Participants A, C and J.

Secondly, learning assistance through acting as sounding board. This flow appears to have been widely valued as an asset giving Research Participants A, B, G, and J the opportunity to bounce around translation options or for Research Participant C and I, the occasion to verbalise and subsequently 'solve' leadership learning dilemmas.

Thirdly, learning assistance through providing challenge and/or facilitating reflection. The case programme seems to have been an important catalyst for the majority of research participants in challenging current thinking and encouraging reflection. This capital flow was also evident in the workplace with Research Participants A, B, C and G linking this flow to specific individuals but with Research Participants I and J identifying the flow from several different sources.

Interview data suggests that in most cases, the identified sounding board, feedback and challenge/reflection facilitation flows appear to have been well established within a research participant's social network prior to attending the case programme although not necessarily previously used to assist in learning translation.

Research Participant representative statements relating to Learning assistance flows are presented in Table 5.5.

Table 5.5: Representative statements of 'Learning assistance' flows

Case identified social capital flow	Nature of flow	Research Participant representative statement	Associated donor
Feedback provider	Asset	Probably, the primary source of feedback for me [E3]	Line manager
		Seeking feedback from others...I always encourage my team to be as deprecating as possible [A1]	Subordinate
Sounding board	Asset	He will be bouncing it off me and I will be bouncing it off him [B1]	Subordinate
		There are some good sounding boards in the network [J2]	Peer
Challenger/ reflection facilitator	Asset	He annoys me at times because all he does is provoke....but he makes you think [B1]	Delivery team
		Probably had more disagreements in the last two years than in the past 16 years. But that's good, it's healthy [I2]	Line manager
		X challenges you to think differently [G2]	Peer

Source: Interview data first cycle *in vivo* coding

Access to vicarious leadership practice social capital flows

Vicarious leadership practice included both access to modelled leadership behaviour and to sharing leadership experiences. Role model behaviour was regularly cited by research participants as being

a reference point in their learning translation. Role models were not always exemplars of best practice leadership, both Research Participants C and I acknowledging positive learning from a role model's both good and less attractive leadership attributes.

A separate form of vicarious leadership learning identified by the majority of research participants was the learning resource of shared experience available from their professional network and the case programme. The open nature of the case programme with representatives from five very different companies offered a wealth of experience to probe and assimilate.

Research Participant representative statements associated with Access to vicarious leadership practice are presented in Table 5.6.

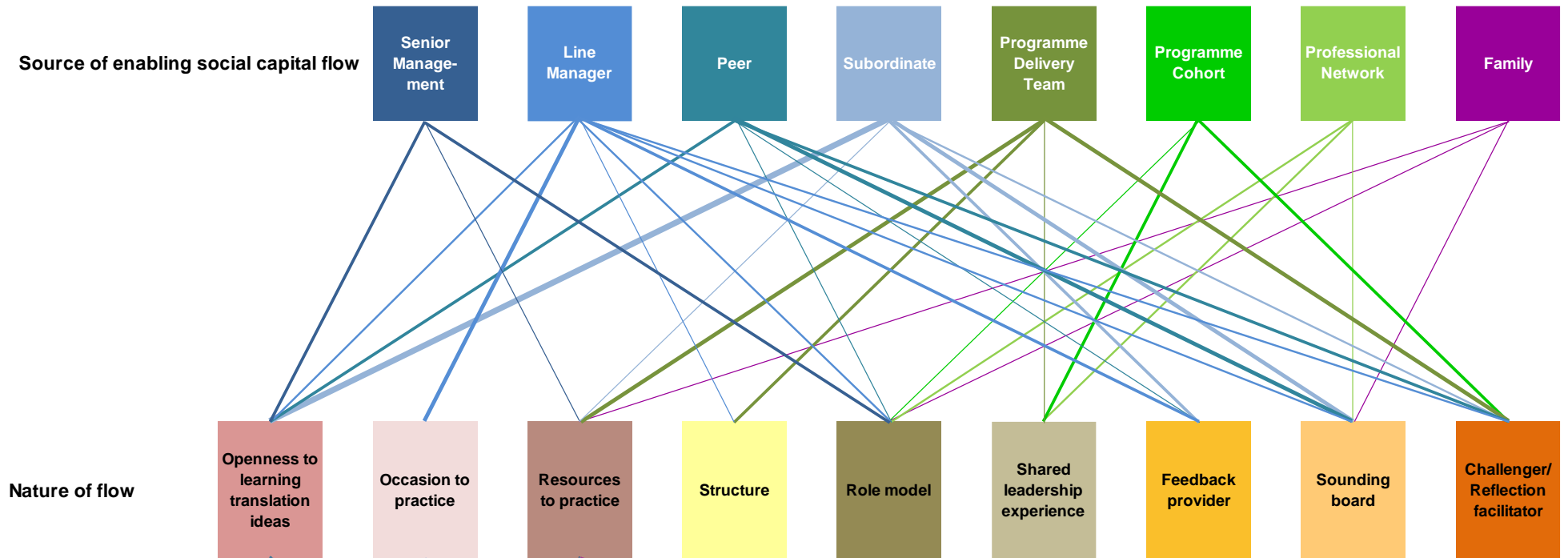
Table 5.6: Representative statements of 'Access to vicarious leadership practice' flows

Case identified social capital flow	Nature of flow	Research Participant representative statement	Associated donor
Role model	Asset	There are some really bad bits but some phenomenal fantastic as well...There is no one person, pick the best from a range of people [I1]	Professional network
		You can see the drive and charisma...he will be fighting to his grave...I thought I could work for you, I could really work for you [A2]	Programme cohort
Shared leadership experiences	Asset	I can look at best practice in other organisations [C1]	Professional network
		It's very useful to see different insights, to see what other people have implemented [F2]	Programme cohort

Source: Interview data first cycle *in vivo* coding

5.3.2 COHORT RESULTS

The social capital flows recognised as assisting in leadership learning translation by research participants at the first and/or second interview are presented in Figure 5.6a, with the identified social capital flow mapped to its respective network source. The wider the line joining a social capital flow to its source, the more research participants who identified the link as present. It must be recognised that a link represents only the presence of an enabler flow for the research participant. It does not reflect the strength of the link in terms of the number of individual donors within the source category (*viz*, a line manager is a single source, whereas peers may represent multiple sources) nor the quality of resource flow.



Source: Interview data second cycle *a posteriori* coding

Figure 5.6a: Cohort enabling social capital flows mapped to source

Across the cohort, the mapping showed that a specific type of social network actor had the potential to offer several different kinds of enabling social capital. For instance, a subordinate has the potential to support a leader's learning translation through being open to the learning transfer intention, having the capability to allow the leader to attempt his translation, giving feedback, acting as a sounding board, and providing challenge and/or facilitate reflection. Conversely, sources of specific kinds of enabling capital were found in several different places in the participants' social networks. For example, sounding board support was supplied variously from research participants' line manager, peers, subordinates, programme delivery team and professional network.

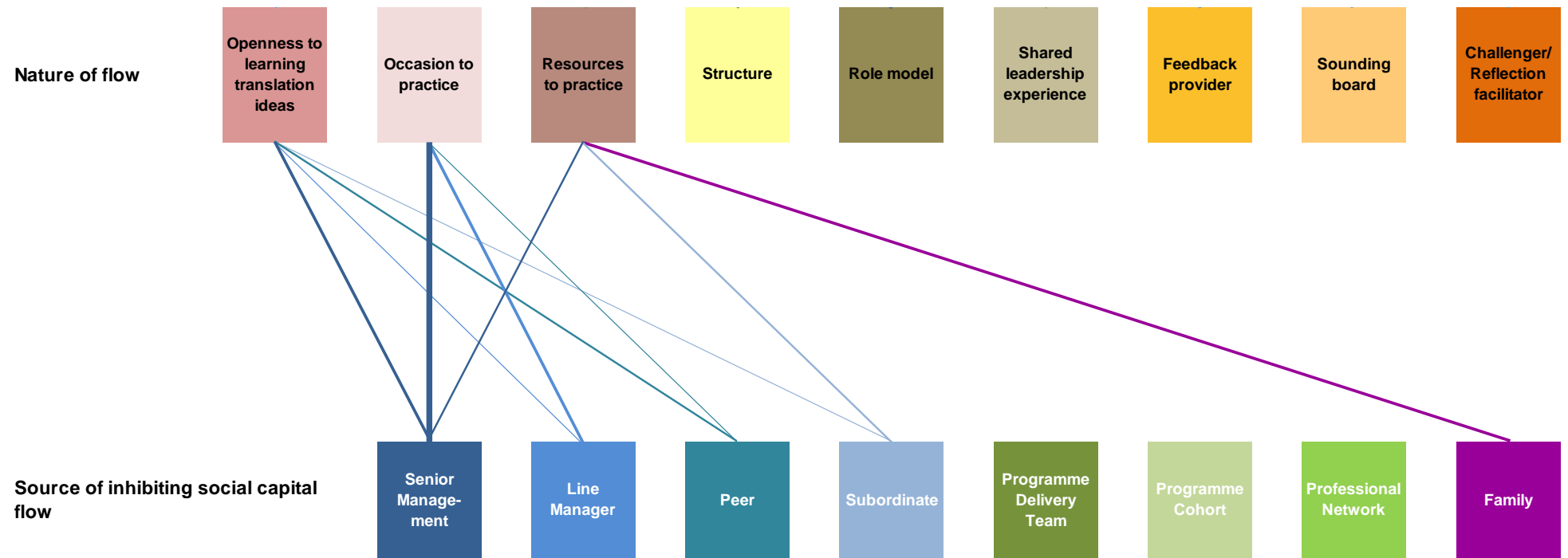
Negative social capital flows identified by research participants as inhibiting leadership learning translation and mapped to their respective sources are presented in Figure 5.6b. Similarly, there is evidence for a specific actor to provide several different types of inhibitor capital. For example, a senior manager may negatively impact on learning translation through rejection of ideas, not providing opportunity to practise, nor resources. Equally, a specific kind of inhibitor capital may originate from various actors in the network. For example, occasion to practise may be closed off by a senior manager, line manager or peers.

Figure 5.6a and 5.6b show, albeit not exclusively, the emphasis of social network actors hierarchically above the focal leader to control Opportunity to participate social capital flows; and, of actors either hierarchically horizontal to and below the focal leader or outside of the organisation to offer Learning assistance flows. The case programme delivery team and fellow programme peers featured strongly in the supply of Learning assistance and Access to vicarious leadership practice social capital. When the case programme finished and this source of capital was reduced, if not removed, the cohort social capital flow map is noticeably weaker in these areas (see Appendix 5.8).

5.3.3 INDIVIDUAL RESULTS

Individual research participant relational embedded capital flow profiles, following Interviews 1 and 2 are presented in Appendix 5.9. The profiles show the perceived presence or absence of the four types of social capital flows, their network source and polarity. Noticeably, a single network actor was unable to offer all types of enabling social capital for any of the research participants.

It is clear that the content and source of each participant's social network capital was individually specific with the relational embedded capital flows available to each participant varying considerably.



Source: Interview data second cycle *a posteriori* coding

Figure 5.6b: Cohort inhibiting social capital flows mapped to source

For example, as Figure 5.7a shows, Research Participant C has strong Access to vicarious leadership practice and Learning assistance flows and for several social capital flows has more than one source within his social network.

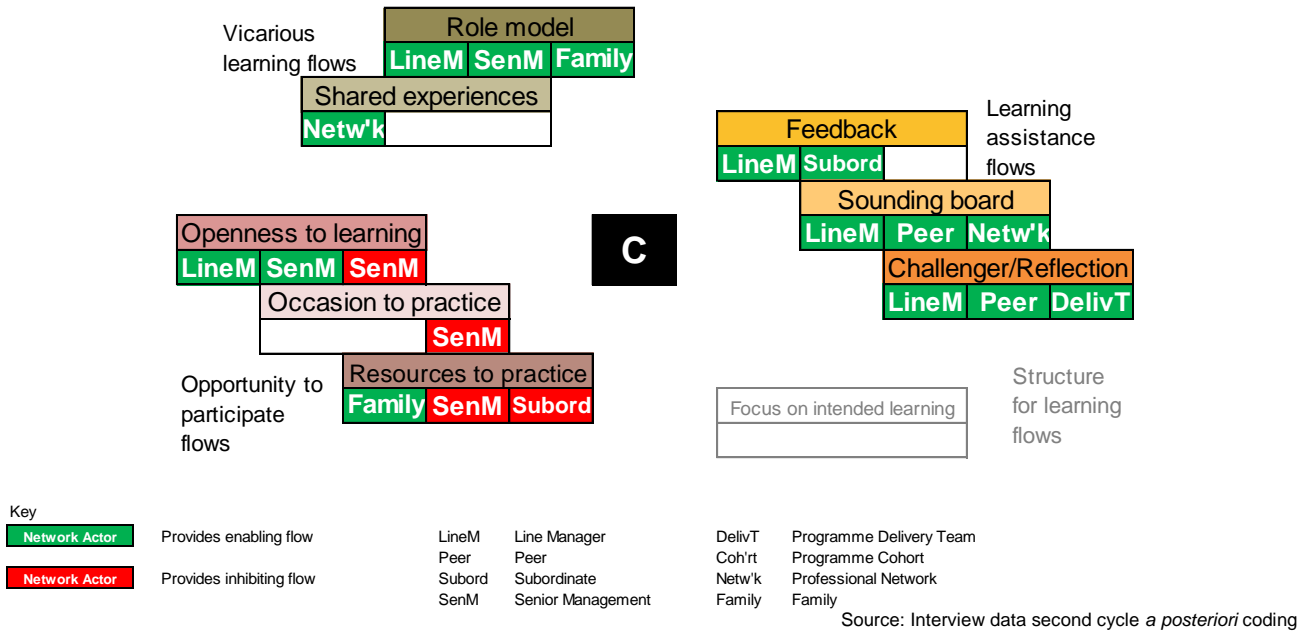


Figure 5.7a: Illustration of strong and multi-sourced relational embedded social capital flow

Research Participant F's participation may be limited by certain Opportunity to participate flows but the other social capital flow groups are strong, as seen in Figure 5.7b;

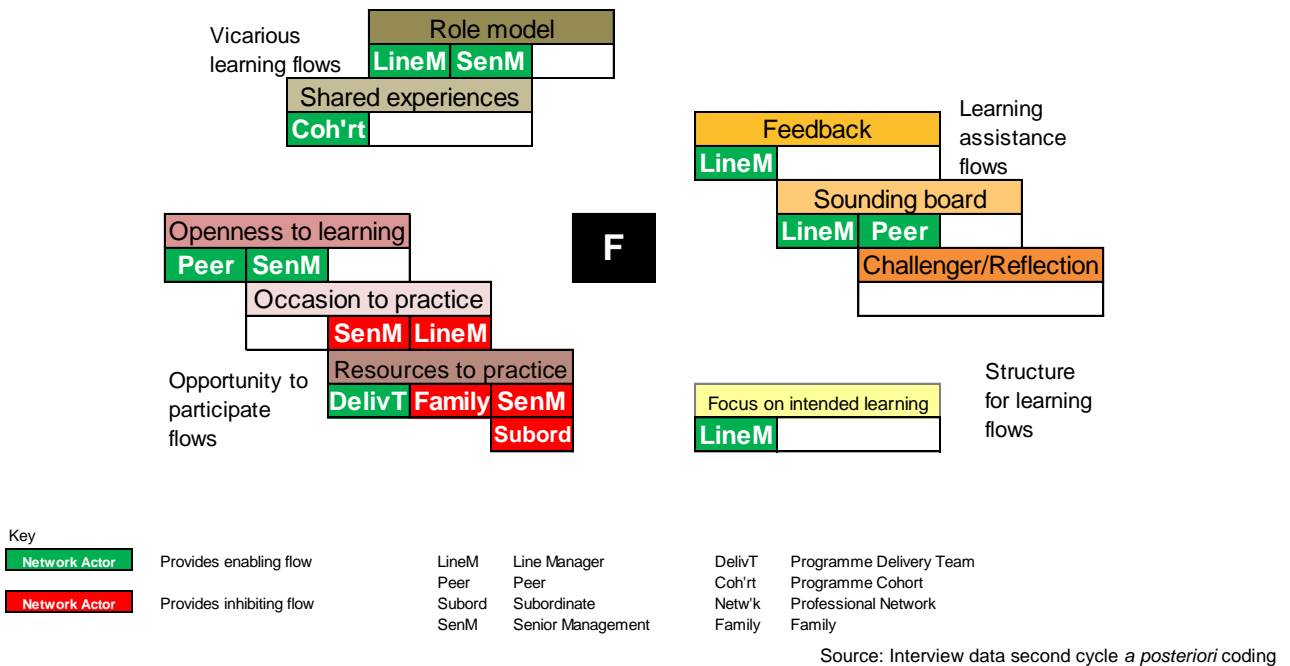


Figure 5.7b: Illustration of contrasting strengths in relational embedded social capital flow groups

Whereas, Figure 5.7c illustrates Research Participant E has weak or absent social capital flows in each group. It is worth noting that Research Participants E and F appear to have access to very different social capital flows despite being at the same hierarchical level in the same company.

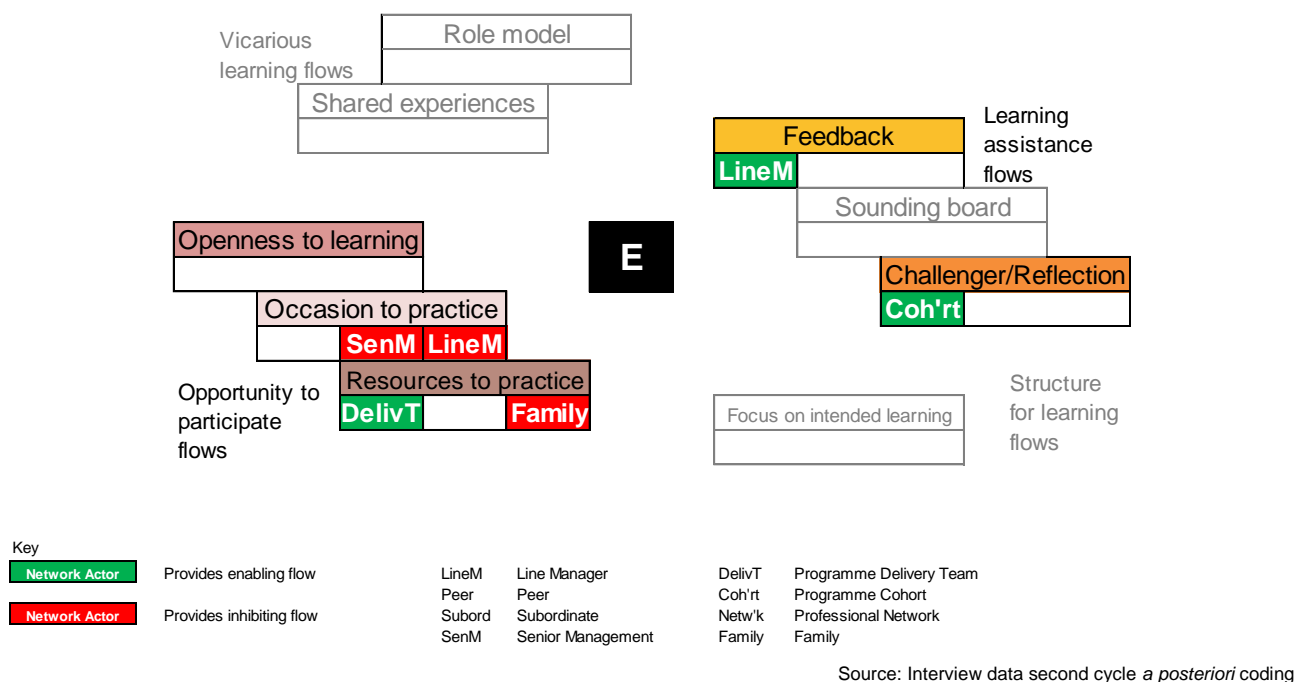


Figure 5.7c: Illustration of weak relational embedded social capital flows across all groups

Patterns in relational embedded social capital associated with research participant attributes were not discernible other than a relative weakness in Learning assistance capital for the less senior/least experienced Research Participants D, E and F (see Appendix 5.9).

Importantly, the case suggests that the embedded social capital flows were not fixed. Promotion for Research Participant J opened up Occasion to practise. Equally, there was evidence from Interview 3 that several research participants had used learning from the case programme workshops on organisational politics, delivered post Interview 1, to dilute the negative capital flows identified in the early stages of the translation process. Further, there were examples of research participants actively pursuing additional enabling social capital flows. These examples of leaders' proactive management of network social capital are explored further in Research Question 3, below, within section 5.4.2 considering personal agency.

5.3.4 DISCUSSION

The case evidence raises two general areas of discussion: Firstly, the nature of the observed relational embedded social capital available within a leader's social network; and secondly, the sources of that relational embedded capital.

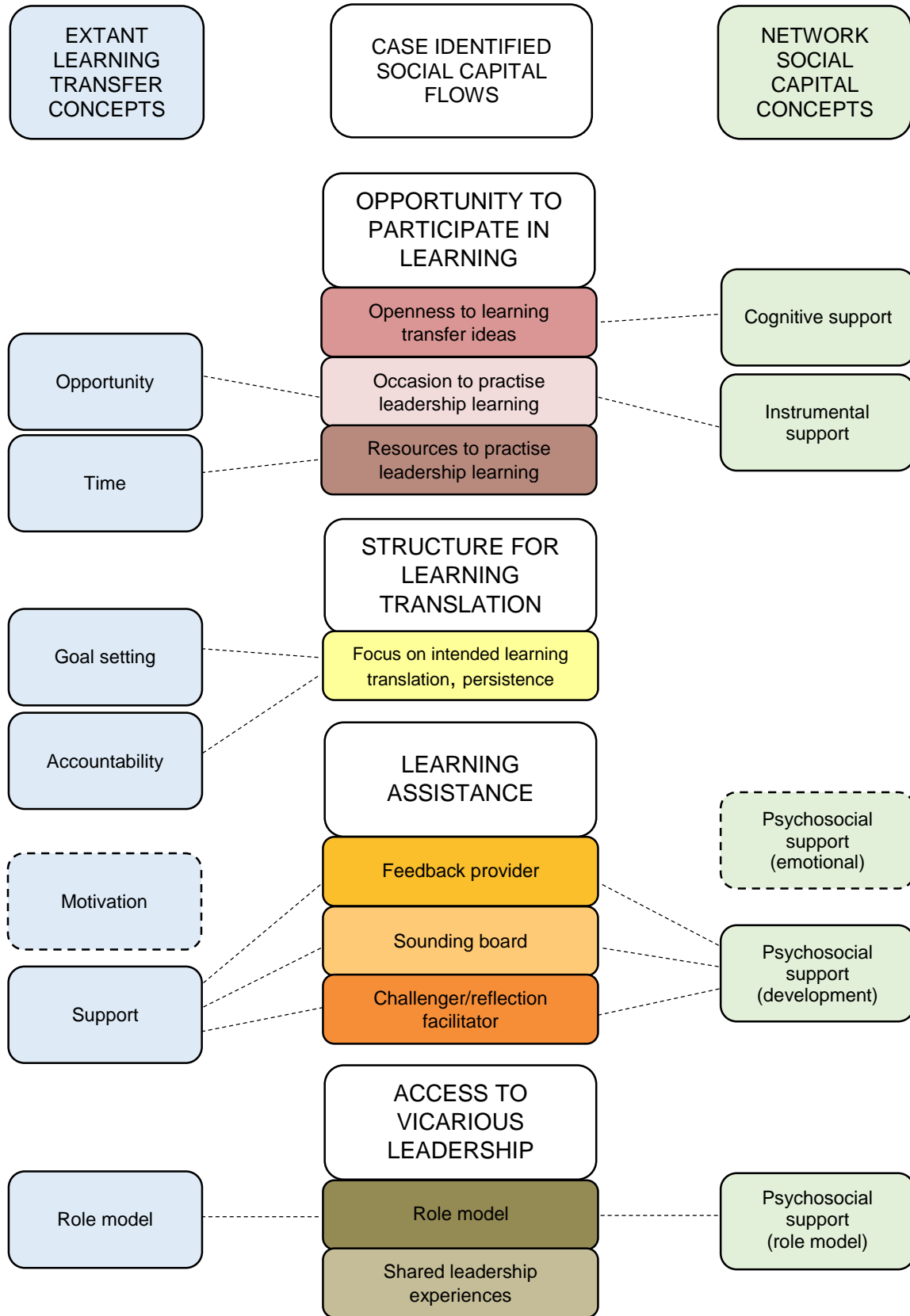
The nature of relational embedded social capital

The four groups of relational embedded social capital flows identified in the case – Opportunity to participate, Structure for learning, Learning assistance and Access to vicarious leadership practice – are aligned with the broad categories of instrumental support (facilitating goal attainment) and psychosocial support (assisting personal development and offering emotional encouragement) explored in the social network studies by (Dobrow & Higgins 2005; Eby et al. 2013; Murphy & Kram 2010). There is also evidence of a third relational dimension of cognitive support (shared interpretation) proposed by Nahapiet & Ghoshal (1998).

The correspondence between case identified social capital flows, social network literature flows and associated extant learning transfer variables is presented in Figure 5.8.

The case identified social capital flows within the Opportunity to participate grouping align with the social network concepts of instrumental and cognitive capital. In particular, they support the inclusion of a 'freedom and opportunity for skills development' flow proposed by Cotton et al. (2011) and suggests that this facet of instrumental support is more important to leadership learning translation than the more conventionally described flows of sponsorship and visibility discussed by Eby et al. (2013). Further, the case results suggest that 'freedom and opportunity' is actually two discrete flows, 'freedom' being controlled through occasion to practise and 'opportunity' through having openness to one's learning translation intentions and the resources to practise. Resources are wider than merely having time to practise identified by a number of qualitative learning transfer studies (Clarke 2002; Lim & Johnson 2002; Simmonds & Tsui 2010) and extends to other resources available to the leader such as his or her team capability.

The Openness to learning flow, carrying the relative acceptance/non-acceptance of the new leadership learning, is supportive of the social network concept of cognitive capital, originating from Nahapiet & Ghoshal (1998) and discussed more recently by Gu et al. (2013) in relation to innovation success. Thus, there is evidence in the case programme that if the research participant's learning is prototypical, the workplace acts as an enabler of leadership learning translation, by accepting the leader's new practice as within the current leadership norm (see section 2.5.3); thereby, facilitating the movement from novice to expert as defined by Lave & Wenger (1991) in their concept of communities of practice. Equally, there is evidence that if the learning is non-prototypical, the workplace potentially limits learning translation through its non-acceptance, thereby supporting the



Source: Literature *a priori* coding

Figure 5.8: Identified relational embedded social capital flows supporting leadership learning translation and corresponding literature concepts

concept of identity formation and regulation suggested by Handley et al. (2007).

The case identified group of flows associated with Structure for learning translation could be categorised as Instrumental support. This perspective of instrumental support is currently not explicitly identified in the social network literature concerning career progression but is examined within extant learning transfer studies through goal setting and accountability to explain degrees of learning transfer success (Austin et al. 2006; Van den Bossche et al. 2010; Brown & Warren 2014; Simmonds & Tsui 2010; Sofo 2007).

Although social capital flows associated with a support structure were rarely found within the research participants' social networks once the case programme was finished – an unexpected absence given the emphasis in current professional practice (including within the case programme) to encourage line managers to provide focus through the co-construction and the subsequent monitoring of learning objectives with their participant – the benefits arising from such social capital flows were noted by several research participants; thus, upholding the widely quoted principle of 'scaffolding' to support learning attributed to Vygotsky (1978, 1986) cited in Cross (2009) as discussed in section 2.3.3. The attraction of such a structure perhaps relates to the need to contain the divergent workplace learning space noted by Schon (1991) and to sustain the priority of learning translation within everyday leadership practice.

The case identified social capital flows within the Learning assistance group are consistent with the social network concept of psychosocial support. However, the case flows are weighted towards assistance with personal development rather than with the emotional support found by Murphy & Kram (2010) in their study of part-time MBA students. Emotional support was only mentioned by research participants F and G who believed the case programme had given them the confidence to embark on learning translation.

The data suggests that for leadership learning translation, social network concepts of psychosocial support should be expanded to include 'Learning assistance' (feedback provider, sounding board, and challenger/reflection facilitator). Thus, learning assistance from a more knowledgeable other, as proposed by Vygotsky (1978, 1986) and widely discussed within the education literature, supports personal development by aiding individual locomotion through the requisite learning territories (Kolb & Kolb 2005), as considered in section 2.3.3. Similarly, the equivalent learning transfer literature concept of 'support' (see section 2.4.2) is, also, too general an umbrella description to adequately embrace the learning assistance flows identified in the case. The range of flows identified endorses the assertion by Holton et al. (2007) that poorly defined research scales measuring support are responsible for the differing conclusions reached in the extant learning transfer research.

Of interest, is that although the extant learning transfer literature models consider support working largely through the mediator of motivation (see section 2.4.2 and 2.4.3), motivation as a potential social capital flow from the network was no mentioned in a single case interview. Thus, bringing into question the central positioning of line manager or peer induced motivation within learning transfer models arising from the psychology school.

The final identified social capital flow group of Access to vicarious learning endorses the proposal put forward by Murphy & Kram (2010) that 'role model', currently categorised as psychosocial capital within the social network literature, is worthy of its own relational embedded capital classification. There is evidence that a role model's negative behaviour can be just as powerful a source of learning as a role model's positive behaviour. Further, the case suggests that the role model category should be extended to include a different type of situation where the leader learns from others. In the case programme, the opportunity to learn of and probe other participants' experiences of leadership was a powerful enabler of individual learning, although the programme participants would not be traditionally be described as role models. This flow was also evident from a leader's professional network. The value attached to vicarious learning suggests that the active experimentation territory within Kolb's learning territories (Kolb & Kolb, 2005) could be renamed to signify both direct and vicarious exploration.

In general terms, the case evidence suggests that for leadership learning translation, social capital flow categories could usefully be redefined into four new groupings – Opportunity to participate; Structure for learning; Learning assistance; Access to vicarious leadership practice – the 12 identified sub-flows extending those currently discussed within the social network literature and giving greater clarity of definition to those within the learning transfer literature.

The sources of relational embedded social capital

Openness to learning as a cognitive social capital flow is by definition distributed throughout a leader's organisational network. However, and perhaps less obviously anticipated, the other identified flows show similar diversity in origin. For example, although Opportunity to participate flows are weighted towards organisational positions hierarchically above the leader, resource availability allowing participation in the opportunity may be controlled from positions below the leader and from outside the organisation in terms of a chosen work life balance. Similarly, sources of Structure for learning, Learning assistance, and Access to vicarious leadership practice are distributed throughout the leader's social network.

The relative importance of social capital flows emanating directly from the case programme itself for certain research participants and the learning translation implications of these drying up over time suggests that ways of maintaining these flows is an under-researched area.

The case indicates that multiplexity, defined by Cotton et al. (2011) to portray situations where different types of relational embedded flows emanate from the same network actor, should be redefined to include situations where a specific type of relationally embedded flow is derived from a number of network sources. Irrespective of definition, multiplexity presents a more complex reality than that represented in extant linear learning transfer studies.

The case shows the individuality of a leader's relational embedded capital. Further, individual social capital flows are not fixed, with research participants actively pursuing new sources of capital over the course of the study. The heterogeneity in relational embedded capital and its longitudinally changing nature both offer further explanation for the ambiguity in positivist learning transfer study results over and above that explanations already discussed in Research Question 2.

More importantly, with the case results clearly demonstrating that social capital flows are not restricted to specific organisational positions, the validity of the conceptual framework underpinning extant learning transfer studies is questioned with respect to leadership learning transfer. The case evidence suggests that refocusing research emphasis towards enabling and inhibiting social capital flows, rather than the current preoccupation with organisational positions, may yield more useful results.

As in the true nature of critical realism, the finding that specific social flows can emanate from a number of social network sources begs the question 'why?'. Why is it that one person sees their subordinates as open to learning but another does not? Why is it that one person uses their line manager as a sounding board but another uses a peer? The attempt to answer this is provided within the exploration of Research Question 3.

5.4 RESEARCH QUESTION 3: WHAT MECHANISMS CAN BE IDENTIFIED WHICH FACILITATE OR IMPEDE THE FORMATION AND FLOW OF THE LEADER'S NETWORK SOCIAL CAPITAL?

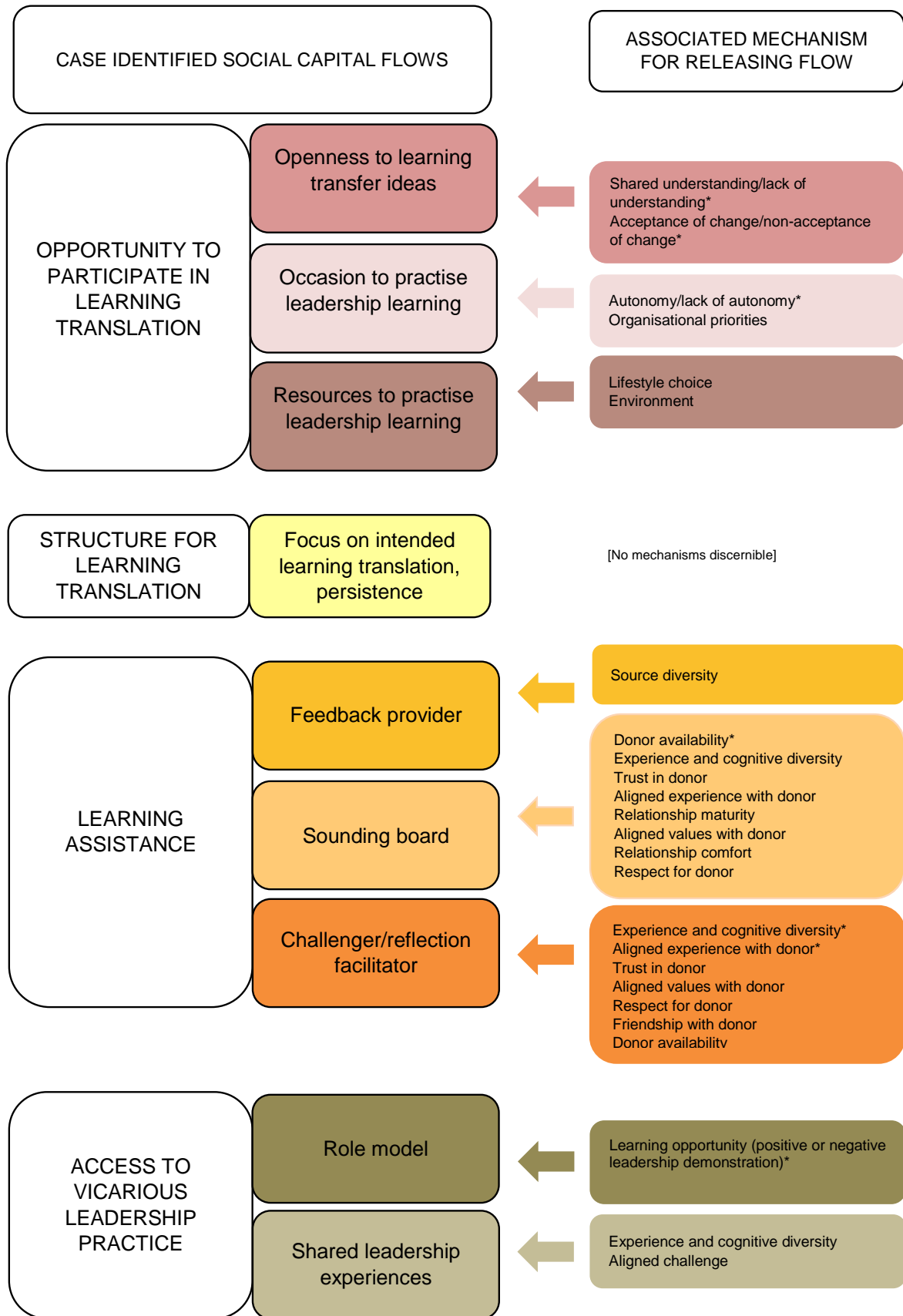
A third cycle *a posteriori* coding allowed an exploration of the underlying mechanisms which appeared to facilitate or impede the formation and flow of the four social capital flow groups identified as influencing leadership learning translation in Research Question 2 – Opportunity to participate, Structure for learning, Learning assistance and Access to vicarious leadership practice. Importantly, the opportunity was taken to examine the absence of flows as well as their presence. A subsequent display matrix tabulating underlying mechanisms against relationally embedded capital flow and source of flow was created as described in section 3.3.5 and presented in Appendix 3.6.

5.4.1 MAPPING OF UNDERLYING MECHANISMS SUPPORTING THE FORMATION AND FLOW OF A LEADER'S NETWORK SOCIAL CAPITAL

The third cycle display matrix shows that there was greater evidence for identified underlying mechanisms to be associated with a specific type of relational embedded capital flow rather than with a specific category of social network donor. For example, research participants discussed lack of understanding of their leadership learning by social network actors as the reason for a less than open response to their intended translation. The explanation was associated with actors throughout an organisation irrespective of hierarchical position; similarly, research participants mentioned trust in the donor as a condition for using a social network actor as a sounding board or challenge facilitator. Again, the mechanism was attached to a diverse range of sources including the line manager, peers, subordinates, case programme delivery team and case cohort peers.

Facilitating mechanisms for releasing or impeding capital flows were found for three of the four groups of relational embedded capital identified in answering Research Question 2. The inability to discern mechanisms for Structure for learning flows is unsurprising given these flows were discussed by research participants in terms of their potential value in learning translation rather than their actual presence in the workplace. Mechanisms identified by more than one participant are provided in decreasing order of incidence in Figure 5.9. An asterisk denotes that a mechanism was identified by the majority of research participants.

Mechanisms identified as releasing or impeding social capital flows are discussed for each capital flow group in turn.



Source: Interview data third cycle *a posteriori* pattern coding

Figure 5.9: Identified mechanisms supporting relational embedded social capital flows

Mechanisms underlying Opportunity to participate in learning translation social capital flows

Shared understanding and acceptance of change

Openness to the leader's learning translation appeared driven by a shared understanding of the rationale for the leader's learning translation intention and/or a more general willingness to accept change. The shared understanding appears to have been engendered by either a familiarity of the intended learning translation or active attempts on the behalf of the leader to communicate the objective of his or her learning intentions. For example, Research Participant G believed the joint participation of several peers on the case programme brought about a common leadership understanding which enabled them to readily assimilate and support each other's proposed leadership translation; Research Participant A considered his active attempts to share his learning with his team encouraged their support and proactive experimentation with their own teams.

A general cultural willingness on behalf of the social network actors to accept change was seen as influential in underpinning openness to learning translation. For example, Research Participant J credited his team's positive response to his ideas for aligning the strategic direction of his department (introducing performance measures assessing departmental creativity) to his company's established corporate values embracing change; Research Participant A considered his difficulty in promoting a debate on the impact of the senior team's current position on the leadership/management continuum was due to the reluctance of his peers and the board to accept the need for change, an outlook he considered brought about by operating in a narrow and insular sector.

It was noted by Research Participants A, B and I that the handpicked nature of their teams may have been a supporting factor in their team's acceptance of change.

Autonomy and organisational priorities

Occasion to practise was linked to research participant autonomy and/or organisational priorities. While, existence of autonomy was put down to a trust in them to deliver by Research Participants B and I, lack of autonomy was explained as line manager micro-management or an unwillingness by the line manager to let go by Research Participants E, F and J (for Research Participant J, an individual line manager trait but for E and F, a more cultural phenomenon) and inaccessibility to relevant decision making in the organisation by Research Participant C. It should be noted that the lack of autonomy identified as inhibiting attempts at learning transfer at the time of Interview 1 was removed, in part, by promotion for all four of these research participants by Interview 3.

Organisational priorities were also evident as inhibiting occasion to practise. For example, Research Participants D and G were both moved to specific projects to take advantage of their individual operational expertise which consequently restricted application of leadership learning; Research Participant F believed his intended leadership practice was only acceptable to the extent that it did not detract from his line manager's main preoccupations.

Lifestyle choice and environment

Resources to practise was associated with time and space. It was evident that for the majority of research participants, a lifestyle choice had been or was being made with regard to time available for leadership development and work overall. In general, the more experienced senior managers recognised that they have made a lifestyle choice committing time to pursue individual and organisational performance at the expense of family life, with the lesser experienced leaders questioning whether developing their leadership further would impact negatively on their current work-life balance. Depending on the choice made, this either facilitated or impeded leadership learning. For example, Research Participant D was unsure whether he wanted to 'upgrade' his leadership because his assessment of the extra time that would be required to develop the requisite networking skills was incompatible with his current family commitments. Conversely, Research Participant C, believed that what he had achieved in leadership practice in the last 12 months was due in part to the support that he received from his family enabling him to devote the necessary time to develop his leadership capability.

The introduction to and importance of reflective practice was noted by several research participants along with the value of the liberty to undertake it within the case programme workshops. However, the ability to continue with reflective practice in the workplace seemed, in part, constrained by the work environment. Research Participants I and J, for example, attributed their success in embedding reflective practice permanently into leadership practice to the length of time spent driving which provided time and space to reflect, a space which they believed would not be available in a totally office bound environment.

Research Participant representative statements relating to mechanisms releasing or impeding Opportunity to Participate social capital flows are presented in Table 5.7.

Table 5.7: Representative statements of mechanisms underlying 'Opportunity to participate' flows

Case identified social capital flow	Releasing or impeding mechanism	Research Participant representative statements	Associated donor
Openness to learning translation	Shared understanding	You can see the changes in terms of people trying to understand why I am talking differently or thinking differently [A2]	Subordinates
	Lack of shared understanding	It's difficult for people to transfer knowledge if people aren't speaking the same language I1...that could become one of the real blockers that people just don't understand what you're trying to do [I1]	Peers
	Acceptance of change	I think they will embrace change [I1]	Subordinates
	Non-acceptance of change	X wants the business to change without changing [G2]	Senior Management
Occasion to practise	Autonomy	What has helped is the empowerment to do it...I'm now responsible for that area [J2]	Line Manager
	Lack of autonomy	I have the title of Director but not the autonomy [C2]	Senior Management
	Conflict with organisational priorities	It's whether it detracts from anything else [F1]	Line Manager
	Conflict with organisational priorities	It's just the[ir] first port of call in delivering on promises is to the line manager and secondly to me [G1]	Peers
Resources to practise	Lifestyle choice	I have a young family....What is the next step?....It becomes a decision to make... whether you do more hours,...whether you want the stress [D1]	Family
	Environment	It's almost like a holiday...a chance to go and do some positive thinking [A1]	Programme Delivery Team and Cohort
	Environment	I spend three hours a day in the car, two of them talking on the phone...using people as sounding boards...if...I didn't travel as much, I probably wouldn't have time to talk to other people [J2]	Social network general

Source: Interview data first cycle *in vivo* coding

Mechanisms underlying Learning assistance social capital flows

Feedback source diversity

Feedback social capital flows within the case were both unsolicited and solicited. Unsolicited flows were, surprisingly, only evident from one specific line manager of Research Participants E and F making it impossible to determine any underlying cause. Where feedback flows were solicited, they tended to be sourced from multiple sources, with Research Participants C and J commenting upon the value of diverse sources of feedback.

As Figure 5.9, above, shows, the factors underpinning the provision of Learning assistance social capital flows of sounding board and challenger/reflection facilitator appeared sufficiently mutual across flows to allow the findings of both sub-groups to be presented as one. Indeed, both flows were often discussed concurrently by research participants. Flows appeared facilitated by the alignment of values and experiences between leader and social network donor; the experiential and cognitive diversity between them; the nature of the relationship; and the relationship availability.

Values and experiences alignment

Sharing similar values to the donor was discussed as being important by several research participants, affecting their willingness to make use of or seek out Learning assistance capital. For example, the similarity in values appeared to have strengthened the relationship between Research Participant I and his line manager, promoting his use as a sounding board and challenger facilitator; conversely, the disparity in personal values between Research Participant A and his line manager meant that the participant saw no point in utilising him as a source of learning assistance.

Equally, having aligned experiences seemed to have supported assistance flows. Alignment was apparent directly in terms of the perceived pertinence of advice given or, alternatively, in terms of a creation of a common bond through shared learning. Research Participant A, for instance, accepted challenge from a member of the case delivery team because of his real world leadership capability. Conversely, Research Participant G suggested his line manager was not the right person to be a sounding board because he did not have the experience to fully understand his research participant's role in the company. Alternatively, for Research Participant C, the potential learning to be achieved by 'reforming' the case programme cohort in the future would be derived from what they had shared together.

Experiential and cognitive diversity

In contrast to values and experience alignment, however, there was evidence from the majority of research participants of the benefits of relational diversity. Deviating from the illustrations above, above, both Research Participants C and J purposely went to the peripheries of their social networks to source learning assistance flows; Participant C wanting his professional network to act as a sounding board with fresh thinking and Participant J hoping to find more honest feedback from more distal colleagues. The case programme delivery team and cohort were similarly regarded as sources of learning assistance capital for their diversity in experience and perspective.

Trust, respect and relationship maturity

In terms of the relationship between the leader and the social network donor, trust and comfort in the relationship was a common theme. For example, Research Participant G referred to the safety

he felt in discussing his leadership with the case programme team and cohort because of the discretion arising from the 'Chatham House rules' agreement made at workshop 1. This attribute of trust was also evident within the workplace with Research Participants A and G referring to their confidence in the discretion of specific actors or, equally, a lack of trust for certain actors by Research Participants A and D. Comfort was discussed in terms of a willingness to approach a social network actor for learning assistance. It was suggested by several research participants that a lack of comfort may prevent a request for learning support from a social network actor, either vertically upwards or downwards, because of a fear of displaying weakness.

Associated with the underlying concept of trust and comfort, although not a pre-requisite and with less evidence, was friendship. For example, Research Participant I believed the comfort he felt in the relationship with his line manager was down to a longstanding friendship; Research Participant G considered the friendship with a specific peer enabled more honest learning assistance flows.

An alternative facet of trust underlying learning assistance flows was in the form of respect of the donor's opinion i.e. one would only use a source as a sounding board or giver of feedback if there was respect for that person's contribution. Research Participant A respected a specific subordinate's opinion because of his 'grounded' ethic. Research Participant I was keen to stress that respect attached to the donor was not associated with the donor's organisational role.

Equally allied to trust and comfort but again not a pre-requisite was the maturity of the relationship necessary to allow the flow of learning assistance. As such, a number of research participants discussed the length of time required to build relationships. For example Research Participant J considered it took two to three years to feel comfortable in a relationship. Certainly, one of the benefits of attending the case programme with a company peer, noted by Research Participant C and F (different companies), was the acceleration of their knowledge and relational development with that peer.

An associated reflection of the current work environment is the instability in work relationships which either removed learning assistance flows by the relationship's disappearance and/or made it difficult for relationships to form at all. For example, Research Participant D had undertaken four different leadership roles in his company within three years and three of these roles within the timeframe of the longitudinal study.

Social network donor availability

It was apparent that although a potential donor of learning assistance flows may possess one or more of the attributes discussed above, a restriction may be put on the flow by the lack of availability of the donor. For example, whereas Research participant F felt that his physical proximity in the

office to a fellow programme peer was valuable in enabling them to use each other as a sounding board, Participant D stated that his peers did not have the opportunity to get together for this purpose despite recognising its potential. Similarly, Research Participant G believed his line manager did not have the time to fulfil his role as potential feedback provider despite the quality of their relationship. Such sentiment was supported by Research Participant J who believed that the more senior one became, the less time was available to establish a relationship with a line manager which would enable learning assistance flows.

Research Participant representative statements relating to mechanisms releasing or impeding Learning Assistance social capital flows are presented in Table 5.8.

Table 5.8: Representative statements of mechanisms underlying 'Learning assistance' flows

Case identified social capital flow	Releasing or impeding mechanism	Research Participant representative statements	Associated donor
Feedback provider	Solicited diversity	It needs to be quite diverse...actually the ones that I'm not connected to...because that is where I feel I get the most constructive criticism [J2]	Peer
Sounding board and/or Challenger/ Reflection facilitator	Aligned values	To be able to use somebody as the sounding board or be prepared to take on their feedback you need to have some of the values....our values...are very much aligned [B2]	Subordinate
	Lack of aligned values	I don't understand his value chain he associates with people [A1]	Line Manager
	Aligned learning experience	Somebody going through the same thing [C1]	Peer
	Aligned professional experiences	Have they had similar experiences they can relate to? [I2]	Anyone and everyone
	Cognitive diversity	X challenges you to think differently by the nature of the work X does, the role X does....I think I've got some ideas....then X drills down to the detail and we bounce off each other in that way [G2]	Peer
	Lack of experience diversity	He has not got the range of experiences that I need to develop [A1]	Line Manager
	Trust	You trust them. That's the biggest thing for me [J3]	Peer
	Lack of trust	I find it difficult with my current line manager because I'm not confident that stays where it stays [A1]	Line Manager
	Comfort	You feel comfortable because you are quite safe aren't you, X is not going to criticise me, he is just going to challenge me [A2]	Programme Delivery Team
Lack of comfort	I think it depends how comfortable people feel...not everyone would feel comfortable going to a senior manager or line manager if they haven't got the relationship...the same with subordinates, they may not	Senior Management, Line Manager, Peer	

	want to appear weak...it may be more of a macho thing, don't want to admit weakness [C2]	
Friendship	Because we are good friends...I will accept a challenge from him [B1]	Subordinate
Friendship	I do consider X a friend...sometimes friends can be honest with you, can't they [G1]	Peer
Respect	It's got to be from someone you actually respect the view ...respect, it's an opinion of their standing on that particular topic or as an individual...not so much the position, the position means absolutely jack [I2]	Anyone and everyone
Lack of respect	You may not respect senior management [J3]	Senior Management
Relationship maturity	The course was useful for getting together with X because we never in work get that much time to sit together and spend time sort of seeing each other's viewpoint [F3]	Peer
Relationship immaturity	The more senior I am the less important that [relationship building] is becoming...the less time you have, so you have to make the most of your time and then it becomes more corporate...very rarely would we talk about the weekend [J3]	Line Manager
Donor availability	Being sat in close proximity we can interact more regularly [F3]	Peer
Donor unavailability	I don't think he has the time...such a busy individual...there wasn't the opportunity to feedback [G1]	Line Manager

Source: Interview data first cycle *in vivo* coding

Mechanisms underlying Access to vicarious leadership practice social capital flows

Learning opportunity

Although there was comment that there had to be respect for a role model, the role models that were put forward by the research participants were discussed in terms of specific demonstrations of leadership which had been assessed against a yard stick of perceived leadership best practice. Thus an individual within the social network was perceived as exhibiting good leadership or poor leadership but either way the association potentially offered positive leadership learning opportunities. For example, Research Participant F had learned a lot from watching how his senior management team operated in regard to each other; Research Participant B could see how a member of his professional network was an excellent role model in terms of strategic focus but a poor role model in terms of people management. There was also evidence that the role model presented more general attributes which were considered as influential in leadership learning. For example, Research Participant C believed the work ethic he had seen in his parents was important in shaping his personal drive and persistence with his leadership learning translation.

Diversity and aligned challenge

Whereas a role model provides learning assistance flows through their ability to highlight how or how not to conduct leadership practice, an alternative form of vicarious learning comes from listening to, debating and reflecting on others' leadership experiences. For this flow to be useful to research participants, the source had to be offering an experience or insight to which the leader did not already have access. Thus the value of sharing leadership experiences within the case cohort was remarked on by the majority of the research participants but this flow was also noted by Research Participants A and C from within their professional network.

The strength of the flow is tempered, in the same way as Learning assistance flows, by the value attached to the donor. Both Research Participants A and B commented on the differing utility they attached to certain participants' insights within the cohort, associated with their ability to offer practical insight into the challenges A and B were facing.

Research Participant representative statements relating to mechanisms releasing or impeding Access to vicarious leadership practice flows are presented in Table 5.9.

Table 5.9: Representative statements of mechanisms underlying 'Access to vicarious leadership practice' flows

Case identified social capital flow	Releasing or impeding mechanism	Research Participant representative statements	Associated donor
Role model	Recognition of learning opportunity	X is very driven, very focused...always looking for improvement, great team around him....that recognition of what he's doing has helped me [G1]	Peer
	Lack of learning opportunity	There isn't a role model for me to see what good [strategy] looks like [D3]	Senior Management
Shared leadership experiences	Experience and cognitive diversity	It's important to be networking...for new ideas...a different perspective [C1]	Professional Network
	Experience and cognitive diversity	It's very useful to see different insights and different ways people do things [F1]	Programme Cohort
	Aligned experience	He has got real experience of working with people and understanding people [A1]	Programme Delivery Team
	Non-alignment with current challenge	I'd really like it if they were all MDs...where they could influence ...whereas, they're in a position where they can't do too much strategy [B2]	Programme Cohort

Source: Interview data first cycle *in vivo* coding

5.4.2 PERSONAL AGENCY IN THE FORMATION AND FLOW OF A LEADER'S SOCIAL CAPITAL

There was evidence of personal agency by research participants in securing social capital flows that were perceived as weak or absent by research participants but potentially useful in enabling their leadership learning translation. This was observed in two forms: the research participant working on one of the underlying mechanisms identified above to remove an inhibiting social capital flow or release an existing but unexploited social capital flow; or the research participant enlarging his developmental network to include a new donor who could provide a missing flow.

Instances of managing existing network social capital covered three of the social capital flow groups identified in Research Question 2. For example, to improve Opportunity to participate flows, Research Participant A proactively shared his new learning with his team and Research Participant A, C and E learnt how to manage upwards to gain acceptance of their changed leadership practice. Similarly, Research Participants C and F managed upwards to obtain the necessary resources to reduce their operational involvement and move on to strategic leadership activity; in terms of obtaining Focus for learning translation flows, Research Participant F discussed writing his leadership learning translation journey into his department's business plan to ensure organisational alignment and encourage self-accountability through organisational visibility; to improve Learning assistance flows, Research Participant G attempted to source more challenge concerning his leadership performance and Research Participants C and G worked together to promote and subsequently establish a peer forum to provide a sounding board to challenge and align their respective intended departmental leadership vision and direction.

It should be noted that promotion for Research Participants C, E and F may have contributed to their ability to enhance their network social capital.

Evidence of developing new network social capital also embraced more than one social capital flow group. For example Research Participants B and J approached members on the periphery of their existing networks to assist with learning translation, the former to provide a structure for persisting with his translation attempts, the latter to obtain a more diverse range of feedback; Research Participant B also identified ways to extend his professional network to access new sources of vicarious learning.

Research participant representative statements of proactive network social capital building are presented in Table 5.10.

Table 5.10: Representative statements of personal agency acting on social capital flows

Example of personal agency	Research Participant representative statements
Removing lack of autonomy flows	I'm part of the board now...[part of the decision making]...only because I pushed for it [C3]
Removing non-acceptance flows	It's just sowing some seeds...so that people can gradually come to your way of thinking [E3]
Securing new focus/persistence flows	You need the diet. You need the weightwatchers thing....I need to find a mechanism of topping myself up [B3]
Securing new feedback flows	I went to [peer, peer's subordinate, peer's line manager] to get a broader picture...the ones that are not connected to me...because that's where I feel I will get the most constructive criticism [J2]

Source: Interview data first cycle *in vivo* coding

Despite these examples of proactive development of networks, the majority of relationships discussed within the case were pre-existing relationships, with research participants managing or extending those relationships to assist in their leadership learning translation. The disparity between participants in the number of relationships considered as offering learning resource flows suggests a varying importance attached to utilising relationships and/or a varying ability to develop those relationships. For instance, networking and using a network were part of a normal way of working for Research Participant C. In contrast, Research Participant E was far more self-contained and saw little need for developing relationships in the workplace.

The data suggests that individual traits may also have been important. Whereas maintaining reflective practice post programme, perceived largely as an individual activity, was considered an important factor in enabling continuing leadership learning, success in embedding reflective practice permanently into leadership practice appeared mixed. As already discussed, time and/or an appropriate environment in which to reflect appeared an enabling or limiting factor, but personal inclination was also apparent. For example, Research Participant D considered his failure to persist with reflection was due to a personal trait of obtaining satisfaction by continually moving on to something new rather than re-considering the past.

Certainly, there was a perception by several research participants that agency in utilising and improving social capital flows of learning resources, and the overall quality and quantity of those flows in general, was a consequence of an innate drive rather than individual circumstance. For example, Research Participant G, on being shown his individual social capital flow diagram, commented that he had no excuse for not translating his leadership learning into improved practice. Equally, a suggestion that the weaker structural and embedded social capital flows associated with certain research participants within the cohort being due to their younger age was queried by

Research Participants A, B, C, G, I and J who preferred the explanation of personal motivation to seek out success. The research design did not allow determination of the veracity of either assertion. In general, though, the importance given to personal agency was consistent with the original questionnaire data that placed emphasis on self as a key enabler or inhibitor in intended learning translation.

Research Participant representative statements relating to traits, skills and personal motivation potentially underpinning personal agency are given in Table 5.11.

Table 5.11: Representative statements of drivers of personal agency

Example of driver	Research Participant representative statements
Personal trait	I haven't been able to embed that...maybe because my natural instinct is operationally minded and my natural tendency is to kind of go on to the next thing [D3]
Personal trait	You can try and teach people to do it [proactive network social capital development] but I think that it's got to be in their own psyche or their own personality...to want to improve [G3]
Relationship building attitude	You make relationships as they will be. It's your effort just as much as theirs [C2]
Hesitation in building relationships	Not that I don't want feedback, it's probably just maybe I don't feel comfortable asking for it I don't really go to people for helpThat's probably the problem [E3]
Innate drive	I would say that a lot of it [success in learning transfer] is down to them personally [A3]
Lack of innate drive	One of the biggest challenges is convincing myself that I'm going to be a potential leader ...convincing myself that I'd be able to do that based on my current appraisal of my own ability [E1]

Source: Interview data first cycle *in vivo* coding

5.4.3 DISCUSSION

It may have been expected that the release of a social capital flow enabling or inhibiting leadership learning translation would be the result of an individually specific relationship between the leader and donor, thereby making it impossible to determine any patterns within underlying generative mechanisms. However, the case evidence suggests this to be untrue. The discernible patterns evident in the case data suggest that the underlying mechanisms releasing or impeding social capital flows are aligned with a particular category of social capital flow rather than with a specific donor. This finding is consistent with the results of Research Question 2 showing social capital flows are unrelated to a specific network actor position and offers further evidence to question the validity of the conceptual framework based on actors' organisational positions underpinning extant learning transfer studies.

The discussion therefore relates to the nature of these underlying mechanisms and the role of the leader's personal agency in their management.

The nature of underlying mechanisms releasing social capital flows influencing leadership learning translation

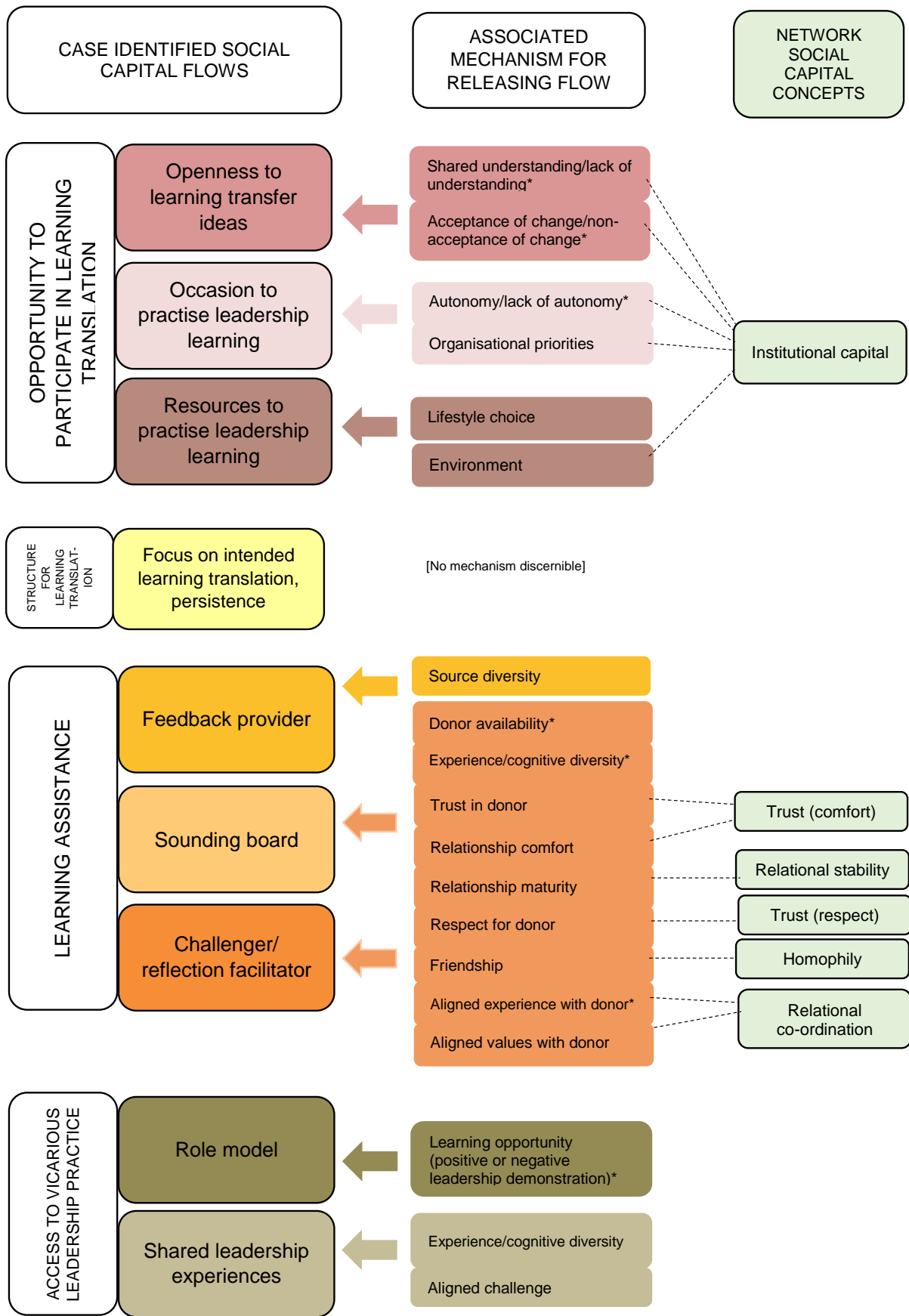
While the social capital flows influencing leadership learning translation found in Question 2 could be linked to the literature in most cases, the mechanisms which facilitate or impede these flows identified in answering this question are less easy to map. Within the learning transfer literature, a positivist emphasis has inhibited exploration to a corresponding underlying depth. Equally, within the social network literature, although there is mention of facilitating mechanisms as yet there has been no systematic study. Figure 5.10 therefore provides a limited attempt at social network correspondence.

The mapping highlights that certain mechanism releasing social capital flows appear more closely aligned to organisational parameters whereas others are associated with the generic nature of the leader-donor relationship itself.

Mechanisms underlying Opportunity to participate in learning translation social capital flows found within the case – shared understanding, acceptance of change, level of autonomy, organisational priorities, time and space – are associated with the social network concept of institutional capital suggested by Leitch et al. (2013) and Rientes & Kinchin (2014). As discussed in section 2.5.3, this somewhat umbrella terms refers to the relational benefits derived from organisational structure, systems and culture, typically examined in relation to the impact on organisational performance. Although not directly akin with leadership learning translation, it can be seen how structure, systems and culture may combine to provide organisational norms of openness to a leader's new learning and acceptance of subsequent change. Although not evidenced in the case, it is possible that structures for learning translation may also be organisationally driven.

Further, the importance attached by the research participants of being able to influence upwards to achieve autonomy and resources, and downwards to gain buy-in to new leadership practice is consistent with the value identified in a number of learning transfer studies examining the quality of leader member exchange (Scaduto et al. 2008; Lee et al. 2014). Leader member exchange may, too, be organisationally determined. Similarly, the restriction on occasion to practise arising out of organisational priorities and space to reflect may mirror organisational culture and its management of tensions between learning and performance.

The apparent organisational nature of the underlying mechanisms underpinning Opportunity to participate social capital flows may explain why multivariable studies by D'Netto et al. (2008); Gilpin-Jackson & Bushe (2007); Kontoghiorghes (2004) show stronger association between learning transfer and learning culture than with specific organisational roles.



Source: Literature *a priori* coding

Figure 5.10: Identified underlying mechanisms and corresponding social network concepts

However, not all mechanisms behind opportunity capital flows identified in the case are institutionally directed. For example, work life balance decisions affecting the amount of time which can be allocated for learning translation are very much in the control of the leader and his family.

In comparison, Learning assistance and Access to vicarious leadership practice social capital flows seem enabled by a generic leader-donor relationship, rather than organisational factors discussed above. These personal relationship parameters align with social network concepts of relational co-ordination, relational quality and relational stability (Chen et al. 2014; Cummings & Higgins 2006; Eby et al. 2013; Forde et al. 2012; Grootaert et al. 2004). Importantly, the range of underlying parameters supporting Learning assistance and Access to vicarious leadership practice flows and the potential mutual exclusivity of experiential alignment and experiential diversity mechanisms identified within the case suggests that the conditions are unlikely to reside within a single donor relationship; thus, providing further evidence to support the concept of a developmental network rather a single dyadic relationship facilitating leadership learning translation.

The emphasis placed on similar values and similar experience by research participants to explain a selected source of sounding board and challenger/reflection facilitation flows supports a study by Eby et al. (2013) identifying the importance of relational co-ordination in mentoring, with deep level similarity and experiential similarity between mentor and mentee leading to better outcomes. Although not directed at leadership learning, it can be seen how the principles apply to donor acceptability and suitability of leadership learning assistance, as observed by Forde et al. (2012). The evidence of the underlying significance of experiential alignment also fits with the assertion by Dixon (2006) and Parker et al. (2008) that the growing interest in peer and professional networks is due to the benefits of current experience over accumulated experience when evaluating leadership practice in today's rapidly changing workplace.

An equal emphasis by research participants on relational divergence, both in workplace experience and individual cognition, to explain their choice of feedback, sounding board, challenger/reflection facilitation and vicarious learning sources may appear an apparent contradiction with the relational co-ordination discussed immediately above. An explanation for this paradox may be that the underlying mechanisms are underpinning different facets of the Learning assistance flows: Relational co-ordination providing the conditions for leader acceptance of feedback, comment and challenge resources; relational divergence offering more novel learning resources which are then assimilated or accommodated within existing leadership schema. Although relational divergence has not been discussed directly as a mechanism releasing flows within the developmental network literature, it can be associated with the structural embedded social capital concept of network diversity (Balkundi & Kilduff 2006; Bartol & Zhang 2007) and the assertion that self-development

occurs in the brokered space between multiple communities (Handley et al. 2006) as discussed in sections 2.5.3 and 2.3.3, respectively.

In terms of attributes affecting relational quality, the case supports the importance of trust placed at the heart of the World Bank's dimensions of social capital (Grootaert et al. 2004) and found within the coaching and mentoring literature (Boyce et al. 2010; Chen et al. 2014; Rekalde et al 2015). In particular, in addition to the concept of trust as discretion, there is evidence to support the importance of trust as represented by psychological safety. Whereas in the study by Carmeli & Hoffer (2009), safety is explained as enabling an employee to take risk, in the context of leadership learning the safety appears to lie in a willingness to solicit or benefit from using a source as a sounding board or challenger/reflection facilitator. Equally, by identifying respect, the case supports the importance of trust as represented as reliability as discussed by Storberg-Walker & Gubbins (2007) and the assertion by Gu et al. (2013) that trust in another's knowledge, in this instance learning assistance knowledge, is a necessary prerequisite for using that knowledge.

The case suggests that strength of the trust mechanism underlying the capital flows may be affected by friendship and supports the social network concepts of the value of homophily suggested by Chandler & Kram (2005). Further, there is evidence to endorse the assertion that friendship allows the sharing of new and non-prototypical ideas (Mouw 2006; Zagenczyk et al. 2010).

Reference to the maturity of the relationship indicates that the constantly evolving nature of networks brought about by flux within an organisation observed by Cummings & Higgins (2006) and Rivera et al. (2010) may prevent relationships reaching sufficient maturity to release learning assistance flows. Relational instability in the workplace and the consequent weakening of communities of practice (Roberts 2006; Macpherson & Clark 2009) may also explain the growing relative importance of developmental relationships within one's professional network as found by Rientes & Kinchin (2014) in their study of engagement and social construction beyond the university classroom.

Another condition for learning assistance flows, inferred from the case, lies in donor accessibility and availability to provide these flows. Thus, although relationship quality and relational co-ordination/divergence may facilitate a learning assistance flow, proximity and time availability may determine the actual presence of the flow. Although there is no reference in the literature to such a condition, it may be a further symptom of institutional capital, leader member exchange and/or the relative priority given to learning and development over short term organisational performance. In general, these findings around trust, maturity and availability suggest that the presence of Vygotsky's (1978, 1986 cited in Cross 2009) 'more knowledgeable other' may not be sufficient by his or herself to facilitate learning.

Social capital flows relating to Access to vicarious learning practice appear to depend on the learning value attached to modelled leadership. Unlike the traditional concept of a role model as individual who can help or hinder leadership learning through their display of acceptable leadership behaviour (Allen 2007; Bandura 1971), research participants' perceptions of role model flows appear more connected with the learning value of the leadership quality eschewed than with the role model him or herself. Thus, modelled leadership behaviour may be recognised as a good or poor illustration of the leader's intended learning translation but a poor model is equally as capable of providing a positive learning experience. This replicates a similar concept of role model as found by Murphy & Kram (2010) in their study of developmental relationships of part-time MBA students.

It must be recognised that the data provides insufficient evidence to know the extent to which underlying mechanisms within a social capital flow group and between the four social capital groups are independent of or contingent upon each other. For example, within the Learning assistance group, trust of and/or respect for a donor's contribution may be related to values and experience alignment; the importance placed on diversity of background and insight underpinning the value of vicarious learning flows may be dependent on the co-existing level of diversity underpinning direct learning assistance flows.

Personal agency

The case demonstrates that personal agency acts as an additional dimension to the underlying mechanisms identified above, influencing both the number of utilised social capital flows and the quality of those flows.

There are examples of agency emerging from existing and from newly acquired skills proficiency. For instance, individual networking skills displayed within the case appear largely a pre-existing activity, consistent with the developmental network building behaviours observed by Chandler et al. (2010). Equally, new skills developed throughout the case programme in reflective practice were identified by research participants as a significant component in maximising their learning, and an emphasis on developing 'political' skills in the latter stages of the programme was seen as an important contributor to removing inhibitors to practise.

The case suggests that more innate characteristics may also be important. A research participant's ability to seek out and accept feedback, to reflect and to extend one's network to enable social capital flows is consistent with the behavioural characteristic of a person at more advanced levels of individual development as posited by Chandler & Kram (2005) and Dougherty et al. (2008) and supports the assertion that leadership development and adult development are inextricably linked (Boyce, Zaccaro & Zazanis. 2010; Galli & Müller-Stewens 2012; Ghosh et al. 2013).

Although Lervik et al. (2010) contend that learning hinges on the learner's ability to mobilise his or her ambient resources, the majority of research participants perceive personal motivation as being equally, if not more, important. Personal drive and personal responsibility are seen as important determinants of proactive learning behaviour. This is contrary to the study by Lancaster & Milia (2014) where the majority of respondents believed the organisation should take responsibility for their leadership learning translation.

These developmental level and personal motivation facets of personal agency are aligned with the Trainee characteristics element of the widely cited Baldwin & Ford (1988) learning transfer model discussed in section 2.4.1. However, whereas the associated extant learning transfer studies largely present individual characteristics working directly through an individual's motivation to transfer, the suggestion from this study is that individual characteristics may work through a motivation to develop and/or utilise the learning resource flows within their social network.

The study's research design does not allow the relative importance and position of personal agency in leadership learning translation to be established. Thus, it is not possible to support or refute the assertion by Lim & Johnson (2002) that supporting factors initiated by the individual have less effect on translation than organisationally influenced factors. Whether personal agency is an independent dimension of underlying generative mechanism supporting social capital flows or is a deeper level mechanism is equally opaque.

However, by identifying the underlying mechanisms which influence the release and strength of social capital flows, the case supports the assertion by Carpenter et al. (2012) and Dougherty et al. (2008) that, certainly in respect of leadership learning translation, possession of social network capital and utilisation of that capital are different constructs. Further, the patterns of facilitating mechanisms influencing social capital flows found in the case, and discussed above, offer a more holistically gathered and comprehensive treatment than is currently available in the social network literature. Importantly, the identified mechanisms provide a starting point to improve professional practice.

6 CONCLUSIONS AND IMPLICATIONS FOR RESEARCH AND PRACTICE

6.1 INTRODUCTION

As discussed in the Literature Review, most extant learning transfer studies have taken their basis as the conceptual framework presented by Baldwin & Ford (1988) which explains learning translation as a consequence of trainee characteristics, training design and work environment factors. The latter have been the least explored to date, typically with linear studies examining the relationship between line manager or peer support and learning translation. Further, learning has been modelled as a one-off transfer of knowledge which neither reflects the adaptive nature of leadership learning, nor accommodates the dialogic perspective of leadership development. Importantly, for the HRD practitioner, the ambiguous and contradictory learning transfer results, both for leadership training and training in general, offer little guidance for improving leadership learning translation in practice.

Given the importance attached by government, research institutions, professional bodies and business leaders to leadership as a driver of economic success (Bloom et al. 2012; Deloitte 2015; Great Britain. Department for Business 2012; LSE Centre for Economic Performance 2007; McBain et al. 2012; McKinsey 2014; Wilton et al. 2007) and by implication to leadership development, the rationale behind this research was to create a new conversation (Pettigrew 2013) by examining leadership learning translation from a network social capital perspective. Thus, the three research questions enabled leadership learning translation to be examined through a different lens. The subsequent findings, discussed in the previous chapter, have generated new knowledge which is summarised in section 6.2, below, along with an acknowledgement of the study's limitations and suggestions for future research direction.

The intention behind this research study was that the new knowledge generated would, in turn, lead to an improvement in our practice as HRD professionals. The implications for professional practice are, therefore, discussed in section 6.3. A dissemination strategy follows in Chapter 7.

6.2 CONTRIBUTION TO KNOWLEDGE

In general terms, the research study has shown that leaders hold different perspectives of leadership ranging from functionalist to dialogic and critical. It has also shown that leadership learning translation is not seen as a one-off transfer of learning but as a continuous process of cognitive and social constructivist adaptation, and embedment in practice over time.

Specifically, in what is believed to be the first application of a social network perspective to examining leadership learning translation, the three research questions have provided a structured exploration

of network social capital influence on the translation process and have enabled new causal descriptions of the process to be generated.

6.2.1 RESEARCH QUESTION 1: SOCIAL NETWORK ACTORS INFLUENCING LEADERSHIP LEARNING TRANSLATION INTO CHANGED LEADERSHIP PRACTICE

The case shows that a far broader range of organisational and non-organisational relationships enabling and hindering leadership learning translation is recognised by leaders than those traditionally investigated in the literature. Within the organisation, peers, subordinates and senior management are perceived to be just as important as the line manager. Outside of the organisation, professional networks, the case programme network itself and the family are all seen to exert an influence on leadership learning translation. A developmental network perspective, to date applied only to career development (Chandler et al. 2011; Cotton et al. 2011; Murphy & Kram 2010), is therefore considered relevant to understanding leadership learning translation, although accepting that the developmental network surrounding a leader may contain learning liabilities as well as assets.

The more holistic treatment provided by a network social capital perspective has allowed the individuality of a leader's structural embedded capital to be apparent for the first time. All leaders possessed an outwardly similar ego network of line manager, peers, subordinates, professional network etc. However, there is considerable variability in the number and positional role of social network actors perceived to be influential in leadership learning translation and in the intensity and polarity of that influence. Although some patterns regarding the number of perceived enabler relationships are evident amongst less experienced leaders and within certain companies, the size of the study prevents firm conclusions to be drawn.

The individuality of structural embedded capital also encompasses social network density and diversity. The evidence suggests, in line with social network theory, that a dense network provides additional learning translation support or obstruction depending on the proto-typicality of intended change in leadership practice; a diverse network provides access to a greater range of learning resources.

The individuality of learning relationships, the number of learning relationships and the complexity of relationship density and diversity all contribute an explanation for the ambiguous and contradictory results in extant learning transfer studies.

6.2.2 RESEARCH QUESTION 2: DEVELOPMENTAL ROLES BEING PLAYED BY SOCIAL NETWORK ACTORS, FORMING THE LEADER’S NETWORK SOCIAL CAPITAL

The developmental roles being played by leader’s social network found in this research are consistent with roles of instrumental, psychosocial and cognitive support found within the social network literature and umbrella concepts of opportunity and support discussed within the learning transfer literature. However, the qualitative and longitudinal nature of this research has enabled the extant list of developmental roles relevant to leadership learning translation to be more accurately defined and extended to include new concepts. Further, the network social capital perspective has permitted a unique examination of which developmental roles are being played by which actor.

The case identified four types of relational embedded social capital flows enabling and/or inhibiting leadership learning translation which are listed in Table 6.1, below.

Capital flow group	Identified capital flow	Asset	Liability
Opportunity to participate in learning translation	Openness to learning translation ideas	✓	✓
	Occasion to practise leadership learning	✓	✓
	Resources to practise leadership learning	✓	✓
Structure for learning translation	Focus on intended leadership learning translation, persistence	✓	
Learning assistance	Feedback provider	✓	
	Sounding board	✓	
	Challenger/Reflection facilitator	✓	
Access to vicarious leadership practice	Role model	✓	
	Shared leadership experiences	✓	

Source: Interview data second cycle *a posteriori* coding

Opportunity to participate social capital flows between the network donor and leader can be positive or negative: Positive flows providing leaders with the opportunity to access the rehearsal halls and practice fields (Senge 2006) of leadership but negative flows curtailing participation; Structure for learning flows give focus for learning translation and/or encourage persistence in learning translation; Learning assistance flows facilitate locomotion through the leader’s learning territories (Kolb & Kolb 2005) allowing mental schema to be challenged and reconstructed; Access to vicarious leadership practice flows offer an alternative to direct experimentation and, therefore, also speed up the learning process.

These developmental flows display heterogeneity across the research cohort, with variation in the types of flows available to the leader, the number of network sources providing a particular flow and the diversity of those network sources.

Of significance from this research is the diversity of origin of the social capital flows:

Firstly, particular types of flow are not restricted to network actors in specific organisational positions, even opportunity flows arise across and outside of the organisation. The case programme itself appears to be a rich source of learning assistance and vicarious learning flows;

Secondly, one individual network source may provide several different types of social capital flow and, conversely, one particular type of flow can be obtained from several different network sources;

Thirdly, social capital flows are not fixed and can be strengthened, obtained or removed over time.

These conclusions are consistent with a network social capital perspective but present a number of challenges to the traditional learning transfer literature. At a minimum, this new knowledge with respect to network sources of social capital flows questions the continuing focus of learning transfer studies on leader-line manager support relationship, the emphasis on linear studies examining one specific organisational hierarchical role, and the modelling of learning transfer as a one-off short term event. More importantly, they contest the extant conceptual framework which considers workplace influences as organisational positions and suggest a revised framework structured around learning translation developmental flows may be more valid.

6.2.3 RESEARCH QUESTION 3: MECHANISMS FACILITATING OR IMPEDING FORMATION AND FLOW OF THE LEADER'S NETWORK SOCIAL CAPITAL

In the spirit of critical realism, the essence of question three is to understand why one leader obtains their learning resources from a particular set of sources and another leader obtains his or hers from a different set. With the extant learning transfer research exploring to insufficient depth and the social network research being relatively immature, this research has made an original attempt to comprehensively explore the mechanisms facilitating or impeding the formation and flow of network social capital identified as influencing leadership learning translation.

Importantly, the case identifies that the underlying mechanisms are more closely related to the social capital flow groups established in Research Question 2 than to any specific organisational position or network relationship i.e. certain factors appear to release a specific type of flow irrespective of its origin. The mechanisms are summarised in Table 6.2, below.

Table 6.2: Identified mechanisms supporting relational embedded social capital flows

Case identified capital flow group	Case identified capital flow	Associated mechanism for releasing flow
Opportunity to participate in learning translation	Openness to learning transfer ideas	Shared understanding/lack of understanding * Acceptance of change/non-acceptance of change *
	Occasion to practise leadership learning	Autonomy/lack of autonomy * Organisational priorities
	Resources to practise leadership learning	Life style choice Environment
Structure for learning translation	Focus on intended leadership learning translation, persistence	[No mechanism discernible]
Learning assistance	Feedback provider	Source diversity
	Sounding board	Donor availability * Experience and cognitive diversity Trust in donor Aligned experience with donor Relationship maturity Aligned values with donor Relationship comfort Respect for donor
	Challenger/reflection facilitator	Experience and cognitive diversity * Aligned experience with donor * Trust in donor Aligned values with donor Respect for donor Friendship with donor Donor availability
Access to vicarious leadership practice	Role model	Recognition of learning opportunity (positive or negative leadership demonstration) *
	Exposure to others' experiences	Experience and cognitive diversity Aligned challenge

*Denotes mechanism was identified by the majority of research participants

Source: Interview data third cycle *a posteriori* coding

Opportunity to participate social capital flows appear underpinned by organisational factors and relate to organisational culture, structure and systems which may influence acceptance of change, shared understanding and autonomy of practice. In contrast, Learning assistance and Access to vicarious leadership practice flows seem enabled by a generic leader-donor relationship. The case suggests that relational co-ordination, relational diversity, relational quality and relational availability between leader and donor are important in enabling the formation and flow of these latter groups of social capital.

The apparent contradiction showing learning assistance flows to be underpinned by both relational co-ordination and relational diversity demonstrates that these attributes are unlike to reside within one network relationship giving further support for the adoption of a developmental network perspective.

Further, the research suggests that the role of personal agency adds an additional dimension. Case examples of the leader's skills ability and/or behavioural characteristics associated with advanced levels of individual development to add to or strengthen positive capital flows (or reduce negative flows) support the extant conceptual hypothesis that network possession and network utilisation/mobilisation are different dimensions of network social capital (Carpenter et al. 2012; Dougherty et al. 2008). In particular, leaders see innate drive and motivation as important determinants of network possession and utilisation.

6.2.4 LIMITATIONS OF STUDY

A number of interesting and important conclusions have been reached but it is recognised that they are generated from learning translation findings from one leadership development programme. Irrespective of the choice of case, transparency of research method and level of reflexivity, a single-case approach will always be limited in its analytical generalisation.

In particular, the findings are derived from the exploration of strategic leadership programme, national QCF level 7. Whereas, research participants represented a good cross section of sectors and organisational roles, they were all relatively senior leaders within their organisations. It is possible that the structural and relational embedded capital seen within their ego networks would not be as extensive for team, first line and middle level leaders. The number and quality of social capital flows may be a result of social network activity built up over a career. Further, individual drive and ability to mobilise network resources may be innate characteristics amongst leaders who have reached senior level positions. Equally, negative opportunity flows may be less of a concern for senior managers as they have relatively greater organisational control.

The abductive and retroductive nature of critical realism means that 'conclusions' are only ever work in progress. Each attempt at an explanatory framework only serves to introduce a further level of questions and to consider inclusion of additional theory to be explored, case matched and absorbed. Equally, critical realism accepts that new knowledge is fallible and provisional. However, the weaknesses identified above can be reduced by undertaking comparable research studies and studies involving more junior leaders to look for similarities but equally for unrepresentative observations and alternative causal descriptions.

6.2.5 FUTURE RESEARCH

Accepting the limitations discussed above, there are three specific implications for future research.

Firstly, the findings from the case suggests that social network and developmental network theories can provide an alternative and useful lens for exploring leadership learning translation and provides further validity to the application of a social network perspective to leadership development proposed by Hatala (2006); Leitch, McMullan, & Harrison (2013); Storberg-Walker & Gubbins (2007). The infancy of this perspective suggests that further qualitative research is required to confirm the expanded classification of relational embedded capital concluded from this study. In particular, a systematic exploration is required into the mechanisms which create, release and/or strengthen relational embedded flows and whether mechanisms are independent of or contingent upon one another.

Secondly, even this relatively small study has demonstrated the individuality of leadership learning translation and the complexity of the associated structural and relationally embedded capital. This must question the capability of a positivist approach to 'untangle the weave' of leadership learning translation and achieve useful knowledge for the practitioner community.

Thirdly, and most importantly, the adoption of a new perspective in researching learning transfer has shown the potential for a conceptual leap (Klag & Langley 2013) to be made in our understanding, certainly of leadership learning translation, if not learning translation in general. The case suggests further research is justified to establish whether structuring work environment factors around social capital flows which support learning, rather than around a framework of organisational positions as employed in extant single and multi-variable learning transfer studies, provides a better causal explanation of leadership learning transfer.

6.3 IMPLICATIONS FOR PRACTICE

The inference of this research study's findings for the HRD community is that when considering learning transfer, certainly with respect to supporting leadership learning translation, the community needs to think far wider than a leader's line manager. We need to be cognisant of the full range of social capital flows which may enhance or impede a leader's attempts at translation and adaptive learning, and the potential for the sources of these flows to be spread across a leader's ego social network both inside and outside of his or her organisation. More importantly, we need to use our new knowledge of underlying mechanisms to design 'solutions' with stakeholders which create, strengthen or remove social capital flows, as appropriate.

Kefer & Stone (2007) suggest that practitioners tend to overlook research unless the findings help them solve practice-based problems and are easily acceptable. Thus, the alternative causal description provided by this research will only be of value if it can be understood and used by the practitioner community. A framework to assist the HRD community in locating solutions to improve learning translation, is therefore presented in Figure 6.1, drawing together the key findings from the research in an assimilable form.

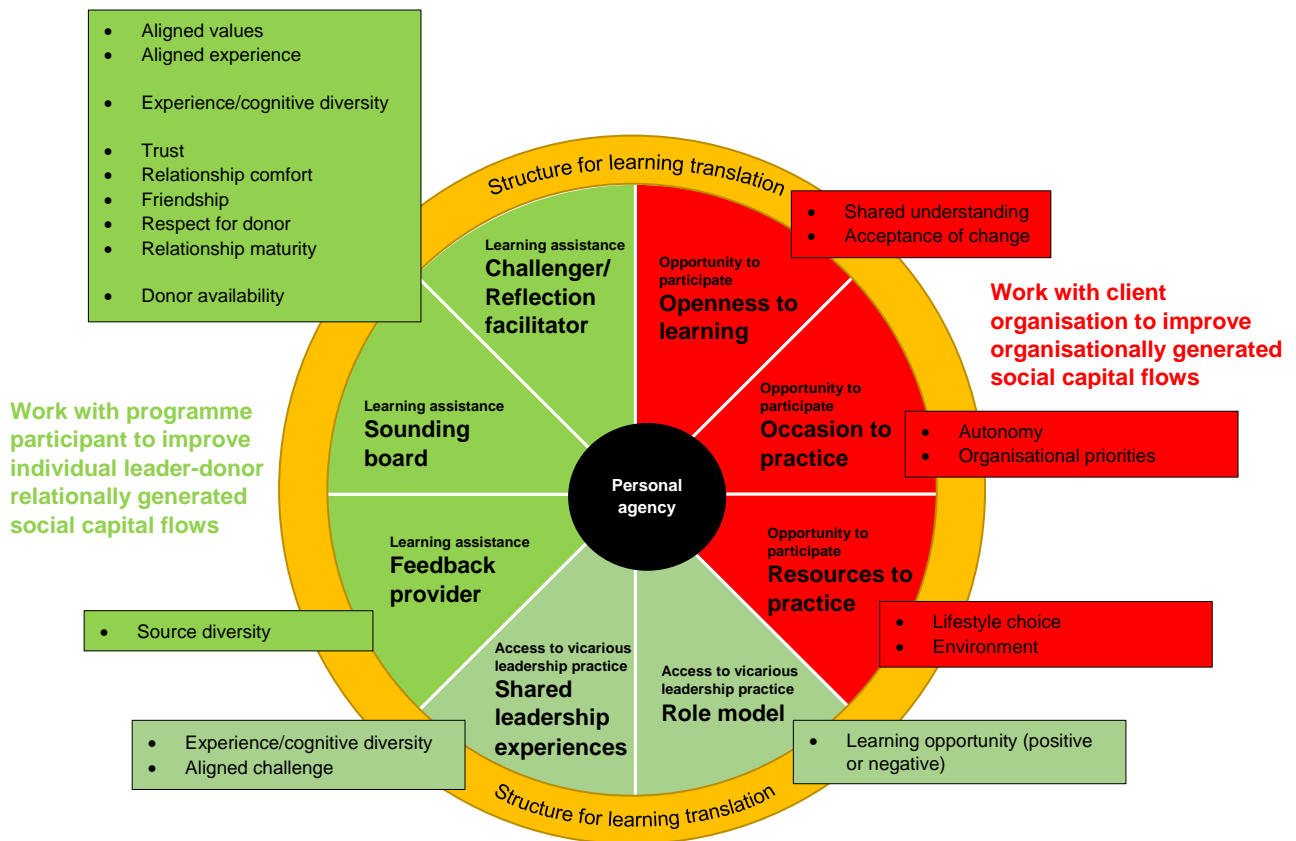


Figure 6.1: Framework for locating solutions to improve leadership learning translation

The network social capital flows influencing leadership learning translation identified by the study are positioned in a circle to represent a continuous learning process rather than to suggest a specific order of travel. Alongside are the underlying mechanisms which either give rise to the flows or help facilitate them: Opportunity to participate in learning translation flows are in red, signifying that without these flows it is difficult for the leader to access the rehearsal halls and practice fields of leadership (Senge 2006) to develop their leadership practice; Learning assistance and Access to vicarious leadership practice flows are in green, inferring that although not essential, these flows can speed up the leader’s locomotion through the various learning territories to bring about challenge to and adaptation of his or her leadership mental schema (Kolb & Kolb 2005); Structure to focus

learning translation flows are positioned around the circle, indicating their part in providing a boundary to the somewhat unbounded and divergent nature of leadership learning (Schon 1991; Down 2011); Personal agency is placed at the centre of the circle to represent its impact on social capital mobilisation and utilisation.

The emergence of two distinct primary drivers of network social capital flows – organisational generated capital facilitating Opportunity to practise and potentially Structure flows, and leader-donor generated relationship capital facilitating Learning assistance and Vicarious leadership practice flows – suggests consideration of two distinct ‘solutions’ in terms of improving leadership learning translation. Given the red area is largely underpinned by mechanisms that could be described as being under organisational control, solutions to provide or strengthen these flows are like to involve the organisation. Thus, the HRD professional needs to work with the organisation to ensure their responsibility is understood and steps put in place to enhance openness, occasion, resource and focus flows.

With the green area underpinned by mechanisms that are more associated with the individual leader’s relationships with his or her ego network, solutions to influence these flows are more likely to reside with the individual leader. Thus, the HRD professional needs to work directly with the leader to ensure he or she understands the value of these flows; guide an assessment of the leader’s current network social capital in terms of relational co-ordination, diversity, quality and availability; and introduce ways to create, facilitate the release of and/or strengthen these social capital flows.

In view of the prominence given to the case programme itself in providing learning assistance and vicarious learning flows, the programme design needs to be extended to consider how these flows can be continued once the taught part of the programme has concluded.

Determining the detail behind the ‘solutions’ to enhance network social capital deserves the wider involvement and expertise of the professional community. However, for the first time, this research provides a practical framework in which to locate and consider ways in which as professionals we can improve leadership learning translation and, thereby, improve return on leadership learning investment.

7 DISSEMINATION OF FINDINGS

7.1 INTRODUCTION

Tummons & Duckworth (2013) discuss dissemination as a very significant part of the research journey as it allows others to share one's findings. Yet, Butin (2010) suggests the vast majority of dissertations are never published in any form; perhaps, because we become inured to what we have achieved or, in the case of professional doctorates, workplace and family commitments prevent further time to be allocated to continuing scholarship. What has resonated with me, however, is Butlin's commentary as to the 'disservice' given to the scores of people who have assisted with the research if its findings remain locked within a 60,000 word thesis. Thus, to complete the research, the challenge becomes not whether to disseminate but 'where and how?'

7.2 DISSEMINATION STRATEGY

Usher (2002: 145) notes that doctoral research (and, by default, dissemination) is "now right in the middle of a fierce contestation that pits the traditional views of the academy against the new values of the knowledge economy", an incongruity acknowledged by Lee & Aitchinson (2009: 89) who suggest the need to "address issues of writing and publication within a broad reconceptualization of doctoral pedagogy". Indeed, there is a tension within the outcomes of this research between gaining academic exposure to the conceptual leap posited in leadership learning translation and the declared intention to improve learning translation in practice.

I have no doubt that publication in a peer reviewed journal will add gravitas and presence to my research and a future submission is being considered. However, the supremacy of the traditional paradigm is weakened by the changing nature of research, and changing information and communication technologies. There is recognition that articles in leading journals may score high on academic rigour but, as a forum for academics talking to themselves, fail to make a strong social contribution (Alvesson & Gabriel 2013; Bartunek 2010; Denyer 2013; Magala 2012). Further, in the knowledge economy, the emphasis is on practical rather than theoretical knowledge; knowledge is important for what it does not for what it is (Green 2009; Jarvis 2007; Lee 2009). If knowledge only becomes knowledge when there is a shared recognition of it by its employing community and is embedded within its community of practice (Berquist et al. 2001), this transformation is unlikely to come about through journal publication alone, or if it does then only very slowly.

The professional doctoral researcher, as advanced knowledge worker, is likely to play a far more personal role in her research dissemination, through a bottom up process and by using less formal methods (Burgess 2006; Usher 2002), engaging directly with her own community. It is, in this respect, that the following dissemination strategy has been compiled, guided by the priority for the

research findings to reach their target audience and having confidence that a community of practice provides a situated, pragmatic and contested forum for knowledge exchange (Berquist et al. 2001).

Within the immediate community of my workplace, research impact has not waited for thesis completion and, as recommended by Bansal et al. (2012) and Denyer (2013), there has been engagement through the research period. This has taken a number of forms including regular briefings to my company's management team and presentations at our associate CPD forums. The value of the latter is not only providing feedback on the research process but also in disseminating the research to linked communities. For example, as a result of one such presentation, I have received an invitation from the European Mentoring and Coaching Council to write an article for inclusion within the Knowledge Exchange area of their website. Similarly, sharing of research findings with the research participants throughout the 12 month research process has helped validate findings but also, as senior managers, brought immediate prominence of its practical implications within a number of our key client organisations. The next stage within my immediate practice is to debate the legitimacy of the model proposed in Figure 6.1 and discuss its operationalisation throughout our service delivery chain.

The web, through its speed, reach and flexibility in providing a "dynamic sociotechnical space for flows of knowledge and new global networks of research and education" (Green, 2009: 239) is an obvious route for extending practitioner research dissemination to the wider training and development community. The value in engaging readers through a dialogic rather than monologic writing style (Alvesson & Gabriel 2013) has been noted. Concurrent with submission of the thesis, the focus, therefore, has been towards using my company's website to host regular blogs to encourage comment and debate rather than presenting ideas within web pages. Blog titles include 'Are we missing a trick in return on investment in training?', 'Don't worry if your leadership development budget doesn't stretch to mentors', 'Who really is responsible for learning transfer in your organisation?' etc.

In considering what makes research use happen amongst business professionals (Van de Ven & Johnson 2006; Gray et al. 2005), a more proactive 'push' dissemination strategy needs adopting on satisfactory completion of the thesis. With practitioners not having the skills or time to discriminate amongst the myriad of research information available to them, they increasingly rely on trusted and reputable resources such as practitioner journals (Bansal et al. 2012; Keefer & Stone 2007). Thus, professional journals such as *Professional Manager* (Chartered Management Institute), *People Management* (Chartered Institute of Personnel and Development) and *The Edge* (Institute of Leadership and Management) become key targets for article inclusion and the professional organisations' websites themselves become forums for further blogs, networking and information exchange. Further, the intention is to submit an entry for the 'Management Article of the Year 2016',

a competition organised by the Chartered Management Institute in partnership with the Association of MBAs, British Library, British Academy of Management and Chartered Association of Business Schools, and described as an “online knowledge transfer market place” for academics and a collection of articles which have been “assessed for relevance and clarity of writing by practitioners” (Chartered Management Institute 2015a).

There is evidence of an emerging, more pluralist perspective of scholarly impact (Aguinis et al. 2014). Over and above the benefits resulting from democratisation of research (Jarvis 2007), practitioner community exposure offers an alternative and complementary value to traditional academic inspection and encourages a widening of the traditional definition of research trustworthiness. For example, Hulme & Ravetz (2010), in response to the debate in trust in knowledge arising from the Intergovernmental Panel on Climate Change’s use of non-peer reviewed science and the ‘Climategate’ affair in 2009, contend that new knowledge must be warranted, validated and empowered: to be warranted knowledge must emerge from accepted research methodology; to be validated, it must be subject to scrutiny by those who have a legitimate stake in the significance of what is being claimed; to be empowered for application, it must be fully exposed to the new communication media by which extended peer scrutiny takes place. In conjunction with the examination required to achieve a Doctor of Education award, the dissemination strategy proposed above will enable the findings of this research study to meet this more stringent test of trustworthiness.

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APPENDICES

APPENDIX 3.1: PRIMARY ELEMENT DATA COLLECTION RESEARCH PARTICIPANT INTERVIEW RESEARCH PROTOCOLS

APPENDIX 3.1A: INTERVIEW 1

DOCTORAL RESEARCH PROJECT: IMPROVING LEARNING TRANSFER FROM LEADERSHIP DEVELOPMENT PROGRAMMES PARTICIPANT INTERVIEW 1

The questions presented below provide an outline structure to guide the interview and to provide a common interview protocol across all research participants. Further questions may be added as the interview progresses to elicit a more detailed understanding of pertinent areas. The order of the questions may change in response to the internal logic of the interview. Timings are approximate and are included to keep the interviewer on track

Building rapport and reaffirmation of consent (5 minutes)

- Weather, venue, journey etc...~~what ever~~ what seems most appropriate
- Reaffirm consent and use of recording device, reminder of research objectives

Case Study Background (10 minutes)

A. The Participant and their organisation

How long have you worked for the company and in your current position?

Key opportunities/challenges the company is currently facing, key opportunities/challenges you are currently facing?

Who are the key stakeholders surrounding your leadership development?

B. The Participant and HLP

What was the company's rationale for your attendance on HLP?

What are your motivations? What are your personal objectives?

C. What does the term 'leadership' mean to you?

Follow up questions

Can you give examples?



Jane Broddiss

Set research participant at ease, Maintain ethical approach to research



Jane Broddiss

Develop appreciation of situational factors which may influence mechanisms underlying learning translation; Facilitate writing of case study description to allow reader 'resonance'; Understand research participant objectives and motivations Begin to build picture of social network



Jane Broddiss

Question on previous leadership development removed due to ambiguity and interpretation



Jane Broddiss

To establish participant's leadership development perspective. If functionalist, suggests leadership network needs to assist in or encourage movement through the learning cycle; if dialogic, suggests leadership network provides key to identity formation identity regulation

Learning transfer (40 minutes)

D. What learning from HLP do you specifically want to transfer

Follow up questions

How does this link to the company's and your personal objectives?

What does transfer success look like in terms of outputs and outcomes?

What does this mean in terms of skills, behaviours, identity?

How will you develop the skills/behaviours/identity?

Are the above translated into learning transfer objectives? Are they monitored?

How well does this align with current leadership practice in the company?

How far into the process are you?

How long do you think it will take?

Explore comparison with findings from HLP Questionnaire 1

E. What or who will potentially help with this transfer in the short term

Follow up questions

What is the nature of this help/support?


What evidence is there to date of help/support?


If What: How does 'the what' come about?


To what extent will this network influence increase or decrease as you get further into the transfer process?


Who else in the network could potentially provide this support?


Explore comparison with findings from HLP Questionnaire 1


 **Jane Broddiss**
Is translation for performance or learning purposes?


 **Jane Broddiss**
What does translation look like?


 **Jane Broddiss**
How is learning perceived to develop into processual knowledge and autonomous competency?


 **Jane Broddiss**
What is the role of the network vis a vis the participant?

 **Jane Broddiss**
Are there proximal and/or distal goals. Does the network play a role as assessor?

 **Jane Broddiss**
Is the participant trying to establish group prototypical behaviour


 **Jane Broddiss**
Are answers based on evidence or assumption


 **Jane Broddiss**
Is longitudinal survey valid?


 **Jane Broddiss**
What are research participant's thoughts of questionnaire 1 findings?


Is this research participant unique? Why is the research participant unique?


Do findings provoke additions to original responses


 **Jane Broddiss**
To establish perceived basis of learning transfer support

 **Jane Broddiss**
To examine underlying mechanisms of help/support

 **Jane Broddiss**
To obtain concrete examples of the empirical world

 **Jane Broddiss**
To further understand underlying mechanisms ie who in the network is bringing about 'the what'

 **Jane Broddiss**
To start exploration of how the role of the network may change over time

 **Jane Broddiss**
To establish if behaviour can reside anywhere in the network

 **Jane Broddiss**
See Comment 12

F. What or who could potentially hinder your attempts to transfer

Follow up questions

What is the nature of this hindrance/drag?

What evidence is there to date of hindrance?

If What: How does 'the what' come about?

To what extent will this person's influence increase or decrease as you get further into the transfer process?

Who else could potentially act as a constraint?


Explore comparison with findings from HLP Questionnaire 1


Conclusion and confirmation of respondent validation process (5 minutes)

Thank you...if, I may summarise

Given the objective of the research, is there anything you feel we haven't covered which you believe is important?

Confirm respondent validation process

 **Jane Broddiss**
Ditto Question E

 **Jane Broddiss**
Summarise evidence gathered
Provide opportunity for gathering missed evidence;
Confirm process for validating evidence gathered

APPENDIX 3.1B: INTERVIEW 2

DOCTORAL RESEARCH PROJECT: IMPROVING LEARNING TRANSFER FROM LEADERSHIP DEVELOPMENT PROGRAMMES PARTICIPANT INTERVIEW 2

The questions presented below provide an outline structure to guide the interview and to provide a common interview protocol across all research participants. Further questions may be added as the interview progresses to elicit a more detailed understanding of pertinent areas. The order of the questions may change in response to the internal logic of the interview. Timings are approximate and are included to keep the interviewer on track

Building rapport and reaffirmation of consent (5 minutes)

Learning translation progress (10 minutes)

A. Progress to date

When we last met you mentioned xx as something you particularly wanted to develop within your leadership practice. How has that gone?

Follow up questions

Where have you been successful/less successful?


What was the cause of the success/lack of success?


How far into the process are you of embedding xx within your leadership practice?


To what extent have your ideas about xx changed?


Potential to repeat depending on what was said in previous discussion


Has your learning from HLP been used in any other ways?

 **Jane Broddiss**
Both 'success' and 'lack of success' are useful to research

 **Jane Broddiss**
Push for concrete examples and underlying causes

 **Jane Broddiss**
Check value of 12 month study

 **Jane Broddiss**
Support concept of changing and developing practice

 **Jane Broddiss**
Opportunity to include additional learning translation areas

Role of social capital (30 minutes)

B. Sources and content of social capital

Share individual capital source diagram

You mentioned previously that you thought NN would be an enabler/inhibitor. To what extent were you right?

How has NN been supportive or unsupportive?
To what extent is this support/hindrance as important three months on?

Follow up questions

You have received support from NN is there anyone else who could have provided a similar support or hindrance?
Why do you think is NN more important/active/interested?

Potential to repeat depending on what was said in previous discussion

If you had to recount one episode which has had most impact on your learning translation (or lack of it), what would it be it?

What is stopping you being more successful?

Explore comparison with findings from HLP Interview 1


Share individual capital content diagram and potential strengths and weaknesses

C. The continuing role of HLP

The value of HLP Tutor and/or HLP participants in helping with learning was mentioned in our previous discussions. Has this help continued?

Follow up questions


How has this come about/not come about?
How would you describe its current value?
What is unique about its value?

 **Jane Brocdis**
Provide focus, confirm findings from Interview 1, ensure nothing gets forgotten

 **Jane Brocdis**
Push for detail and underlying mechanism

 **Jane Brocdis**
Test whether social capital value changes over time

 **Jane Brocdis**
Importance of looking for alternative hypotheses


 **Jane Brocdis**
Further opportunity to gain detail and establish relative importance of factors

 **Jane Brocdis**
Provides alternative perspective

 **Jane Brocdis**
Prompt previously undiscussed sources or content of capital

 **Jane Brocdis**
Is research participant aware of strengths and weaknesses

 **Jane Brocdis**
How transitory is HLP's role in learning translation?

 **Jane Brocdis**
Is there anything special about HLP which is worth attempting to preserve post programme?

Role of personal agency (10 minutes)

D. Accessing social capital

You have described your interactions with NN. What has driven that interaction?

Follow up question

Does this type of inter-action pre-date HLP?

E. Motivation to continue with learning translation

How motivated do you feel to transfer your learning now compared with during HLP?

Follow up question

What has prompted this change?

F. Where next?

What do you hope to achieve in the next four months?

Conclusion and confirmation of respondent validation process (5 minutes)

Thank you...if, I may summarise

Given the objective of the research, is there anything you feel we haven't covered which you believe is important?

May I just ask if our discussion in December has had any effect on your learning translation or thinking?

Confirm respondent validation process



Jane Broddis

What is the role of personal agency?



Jane Broddis

Can personal motivation mediate social capital?



Jane Broddis

Is motivation affected by network actors or by success?



Jane Broddis

Potentially useful information to include within Research Methodology or Discussion session

APPENDIX 3.1C: INTERVIEW 3

DOCTORAL RESEARCH PROJECT: IMPROVING LEARNING TRANSFER FROM LEADERSHIP DEVELOPMENT PROGRAMMES PARTICIPANT INTERVIEW 3

Given the divergence of participant experience over the course of the three interviews, this third interview is more individual in its nature than the previous two interviews. However, the questions presented below provide an outline structure to guide the interview and an attempt to maintain a common interview protocol across all research participants. Further questions may be added as the interview progresses to elicit a more detailed understanding of pertinent areas. The order of the questions may change in response to the internal logic of the interview. Timings are approximate and are included to keep the interviewer on track.

Building rapport and reaffirmation of consent (5 minutes)

[Also, check respondent validation of previous interview transcript if not received already]

Learning translation progress (10 minutes)

A. Progress to date

When we last met you mentioned xx as something you were making progress/limited progress/no progress. What is the situation now?

Follow up questions

Why is that?


How have your ideas about xx changed?


How far into the process are you of embedding xx within your leadership practice?


If you had to recount one episode which has had most impact on your learning translation (or lack of it), what would it be it?


Potential to repeat depending on what was said in previous discussion

 **Jane Boddiss**
Establish progress

 **Jane Boddiss**
Push for concrete examples and underlying causes

 **Jane Boddiss**
Test concept of leadership learning as a recurrent process

 **Jane Boddiss**
Check value of 12 month study

 **Jane Boddiss**
Purposefully asked here, before we start talking about social capital flows, to see if any new actors/capital flows/drivers come to light.

Determine what's important to the participant and check on whether researcher emphasis attached to findings is correctly placed

Role of social capital (20 minutes)

B. Social capital flows

May I confirm what I believe you said previously about the people around you who were influencing your leadership learning translation and how they were helping or putting a brake on that translation?

Share individual capital flows diagram prepared from Interview 1 and 2, and with specific reference to participant's flow profile

- How important has *flow X* been?
- What would have happened if *X* was missing?
- Flow Y* is missing, what difference has that made?
- What has happened to/replaced HLP sourced flows?

Potential to repeat depending on what was said in previous discussion

C. Underlying mechanisms

May I re-cap on why you believed that relationship worked/didn't work?

Share thoughts on consolidated underlying mechanisms prepared after Interview 2


To what extent do you think this picture put together from the HLP interviews represents the reasons behind specific enabling or inhibiting activity?


- Follow up questions
- Can you explain that a bit further?
- Do you have any examples of that in your situation?


Outcome of research (10 minutes)


D. Implications for professional practice


Given researcher's current thoughts on B. and C., explain possible implications for practice; ascertain views as to logic of the proposals and the reaction to proposals both as a participant and as a line manager


 **Jane Broddiss**
Provide focus, confirm findings from Interview 1 and 2, ensure nothing is missed


 **Jane Broddiss**
Ensure researcher has not misinterpreted the level of importance attached to a capital flow by the participant


 **Jane Broddiss**
Ensure research examines the 'when not the case' scenarios

 **Jane Broddiss**
How important is HLP in learning translation?

 **Jane Broddiss**
Check understanding

 **Jane Broddiss**
Ascertain participant's views and gain further comment on underlying mechanisms to challenge/clarify/confirm researcher's thinking

 **Jane Broddiss**
Push for concrete examples and underlying causes

 **Jane Broddiss**
Test out logic and acceptability

Role of personal agency (15 minutes)

E. Agency in accessing capital flows

May I come back to *flow X*? How actively have you pursued/encouraged/ challenged this?

Follow up questions

What triggered you to pursue/encourage/challenge the flow?

How was this flow initiated/how is it maintained?

You have had less support in terms of *flow Y*, to what extent have you tried to establish the flow?

Potential to repeat depending on what was said in B.

In general terms, if a participant didn't have a particular flow, to what extent could it be engineered?

How could HLP help in this respect?

F. Underlying motivations

In very general terms, what is motivating you to transfer your leadership learning?

Follow up question

How has your level of motivation to transfer your learning changed since the HLP first started and now?

What impact has the support/lack of the support you have received from NN had on your motivation?

What next (5 minutes)

G. Moving forward

To what extent have your ideas about leadership changed?

How do you see your leadership changing over the next 12 months?

What will determine your success?


Conclusion and confirmation of respondent validation process (5 minutes)


Thank you...if, I may summarise

Given the objective of the research, is there anything you feel we haven't covered which you believe is important?


May I just ask, again, if our discussions have had any effect on your learning translation or thinking?


Confirm respondent validation


 **Jane Broddiss**
Establish participant's role


 **Jane Broddiss**
What is driving behaviour?


 **Jane Broddiss**
Is this the participant's natural behaviour?


 **Jane Broddiss**
Ensure research examines the 'when not the case' scenarios


 **Jane Broddiss**
Is there a role for personal agency?


 **Jane Broddiss**
Could HLP be important in promoting proactive learning behaviour?


 **Jane Broddiss**
Establish motivations
[Very little has been said about personal motivation in previous interviews]

 **Jane Broddiss**
Do motivation levels change and if so, why?

 **Jane Broddiss**
Is there a link between social network capital and motivation

 **Jane Broddiss**
Challenge concept of a changing and developing practice

 **Jane Broddiss**
Final check that no social network aspect has been missed

 **Jane Broddiss**
Potentially useful information to include within Research Methodology or Discussion session

Currently

Positive impact on knowledge transfer

- e) Currently, on a scale of 1 to 5 [where 1= None at all and 5= Very high], how would you rate the potential positive impact that the following people or groups of people are having on your ability to translate the knowledge gained from HLP into improved leadership performance?

	None					Very high				
	1	2	3	4	5	1	2	3	4	5
Your peers at work who you consider to be friends as well as professional colleagues										
Your HLP delivery team										
Your family										
Your line manager										
Your fellow HLP participants										
Your peers at work with whom you interact on a professional basis										
Your subordinates										
Your professional network i.e. professionals outside of your organisation										
Others (please state)										

- f) For the person(s) or group(s) of people who you believe may have the greatest positive impact, why is this?

|


Negative impact on knowledge transfer


- g) Currently, on a scale of 1 to 5 [where 1= None at all and 5= Very high], how would you rate the potential negative impact that the following people or groups of people may be having on your ability to translate the knowledge gained from HLP into improved leadership performance?


	None					Very high				
	1	2	3	4	5	1	2	3	4	5
Your peers at work who you consider to be friends as well as professional colleagues										
Your HLP delivery team										
Your family										
Your line manager										
Your fellow HLP participants										
Your peers at work with whom you interact on a professional basis										
Your subordinates										
Your professional network i.e. professionals outside of your organisation										
Others (please state)										

- h) For the person(s) or group(s) of people who you believe may have the greatest negative impact, why is this?

 **Jane Brockdiss**
Derived from literature

 **Jane Brockdiss**
Order of social network now mixed up;

 **Jane Brockdiss**
Designed to start reproduction process

 **Jane Brockdiss**
Worth making the distinction between positive and negative (pilot data shows some change to social network actors but displays a significant reduction in intensity of impact)

Following HLP

Positive impact on knowledge transfer

- i) After completing the 'taught' phase of HLP, on a scale of 1 to 5 [where 1= None at all and 5= Very high], how would you rate the potential positive impact that the following people or groups of people will have on your ability to translate the knowledge gained from HLP into improved leadership performance?

	None					Very high				
	1	2	3	4	5	1	2	3	4	5
Your peers at work who you consider to be friends as well as professional colleagues										
Your HLP delivery team										
Your family										
Your line manager										
Your fellow HLP participants										
Your peers at work with whom you interact on a professional basis										
Your subordinates										
Your professional network ie professionals outside of your organisation										
Others (please state)										

- j) For the person(s) or group(s) of people who you believe may have the greatest positive impact, why is this?

Negative impact on knowledge transfer

- k) After completing the 'taught' phase of HLP, on a scale of 1 to 5 [where 1= None at all and 5= Very high], how would you rate the potential negative impact that the following people or groups of people may make have on your ability translate the knowledge gained from HLP into improved leadership performance?

	None					Very high				
	1	2	3	4	5	1	2	3	4	5
Your peers at work who you consider to be friends as well as professional colleagues										
Your HLP delivery team										
Your family										
Your line manager										
Your fellow HLP participants										
Your peers at work with whom you interact on a professional basis										
Your subordinates										
Your professional network ie professionals outside of your organisation										
Others (please state)										

- l) For the person(s) or group(s) of people who you believe may have the greatest negative impact, why is this?

Note that with comments regarding questionnaire fatigue made in two of the first interviews, questions i) to l) were excluded from the analysis.

Further research

Thank you very much for taking the time to complete this questionnaire and thereby contribute to the research.

If you are willing to undertake a follow-up email questionnaire in six months' time, please would write your name, below, and the questionnaire will be sent to you by an independent administrator.

I am willing to take part in a follow-up questionnaire

This page will be detached by the research administrator before the questionnaire responses are passed to the researcher

Note that with nine of the 12 participants within the cohort agreeing to take part with the primary element interviews, and with all nine participants completing three interviews, it was decided there would be little additional data gathered from a second questionnaire. This option was therefore not pursued.

APPENDIX 3.3: SECONDARY ELEMENT DATA COLLECTION DELIVERY TEAM INTERVIEW RESEARCH PROTOCOL

DOCTORAL RESEARCH PROJECT: IMPROVING LEARNING TRANSFER FROM LEADERSHIP DEVELOPMENT PROGRAMMES HLP DELIVERY TEAM INTERVIEW 1

The questions presented below provide an outline structure to guide the interview and to provide a common interview protocol across both research participants. Further questions may be added as the interview progresses to elicit a more detailed understanding of pertinent areas. The order of the questions may change in response to the internal logic of the interview. Timings are approximate and are included to keep the interviewer on track

Building rapport and reaffirmation of consent (5 minutes)

- Weather, venue, journey etc....whatever seems most appropriate
- Reaffirm consent and use of recording device, reminder of research objectives

Case Study Background (15 minutes)

- The Tutor**
How many HLPs have you delivered?
How has the programme developed in that time?
In terms of leadership development, what are you particularly wanting to achieve by the programme?
- The Participants and HLP**
To what extent is the current HLP cohort a typical HLP cohort?
What do you believe to be the main rationale for attending from the participants' perspective? From the clients' perspective?
- Compared with other programmes that you deliver (all levels), how does HLP differ in terms of teaching and learning strategies? And why?**
- Leadership**
How do participants' ideas of leadership change as the programme progresses?
Is there a tendency towards a functionalist or dialogic leadership perspective?

Learning transfer (35 minutes)

- What support do participant's get from HLP with learning transfer?**

Follow up questions

How are participants encouraged to think about translating learning into improved practice?

What structure is provided eg setting objectives prior to, learning points, PDP?

What support is provided by the HLP delivery team during the programme? After the programme?

To what extent are the assignments supportive, to what extent a distraction?

- What learning from HLP do participants specifically want to translate into improved practice? |**

Explore findings from Questionnaire 1

Why are these areas so important?



Jane Brockliss

To set interviewee at ease;
Maintain ethical approach to research



Jane Brockliss

To develop appreciation of situational factors which may influence learning and learning translation from HLP; Provide confirmation of participant responses; Facilitate writing of case study description to allow reader 'resonance';



Jane Brockliss

To establish participant's leadership development perspective. If functionalist, suggests leadership network needs to assist in or encourage movement through the learning cycle; if dialogic, suggests leadership network provides key to identity formation/identity regulation



Jane Brockliss

To understand how the translation process is kick-started.



Jane Brockliss

To provide confirmation of participant responses and deepen understanding of why chosen

G. Given what you know about the participants and their respective workplaces, what or who will potentially help with this translation?

Follow up questions

What do you believe will be the nature of this help/support?

What evidence is there to date of help/support?

If What: How does 'the what' come about?

What opportunity is there for the HLP cohort to continue as part of the developmental network?

How well do you believe participants are able to 'mobilise' these resources?

H. What or who could potentially hinder the participants' attempts at transfer

Follow up questions

What is the nature of this hindrance/drag?

What evidence is there to date of hindrance?

If What: How does 'the what' come about?

Explore findings from Questionnaire 1 and Interview1 (Dot)

How might the support network change over time?

I. What do you consider to be the key supporting roles required in the workplace for successful learning transfer

Follow up questions

Can these roles reside anywhere in the network?

For how many participants do you consider these roles to be present?

Explore findings from Interview1 (Functions)

Conclusion and confirmation of respondent validation process (5 minutes)

Thank you...if, I may summarise

Given the objective of the research, is there anything you feel we haven't covered which you believe is important?

Confirm respondent validation process



Jane Brockdiss

To establish perceived basis of learning transfer support



Jane Brockdiss

To examine underlying mechanisms of help/support



Jane Brockdiss

To obtain concrete examples of the empirical world



Jane Brockdiss

To consider the potential for learning transfer opportunities



Jane Brockdiss

To further understand underlying mechanisms ie who in the network is bringing about 'the what'



Jane Brockdiss

Ditto Question G



Jane Brockdiss

Establish whether this cohort are perceived to be unique. Do responses fit with 'classroom' conversations?



Jane Brockdiss

To gain an independent perspective on whether support can reside across the developmental network



Jane Brockdiss

To summarise evidence gathered; Provide opportunity for gathering missed evidence; Confirm process for validating evidence gathered

APPENDIX 3.4: EXTRACT FROM SAMPLE TRANSCRIPT

Research Participant A1 04 December 2014

24 pages excluding introduction and concluding exchanges

Extract of Transcription Pages 10-16

[sections redacted and names changed to generic labels to preserve anonymity]

.....

Facilitator: Can I just turn that around slightly. If you think a mentor would be useful for you, what is it that your line manager isn't providing?

Interviewee: I think my line manager is limited in terms of what they have done so while my line manager is an academic [REDACTED].... [REDACTED]
[REDACTED] He has not that experience, so *HLP delivery team 1* has been working with senior leadership team at [REDACTED]
[REDACTED] he has worked in that area, he has got real experience of working with people and understanding people, whereas my boss has got, if you watch him, he is like a chameleon, if the [REDACTED] came in it would be amazing, look at me, I am the [REDACTED] but if a cleaner is upset, he's like, it's a cleaner. I think my current line manager has not got the range of experiences that I need to develop me further because he has not got the, in many ways he has not got what I have got, which is that grounding in the coal industry which teaches you so much really and all those transferable skills that you keep for life, my best friends for life still come from that area, he doesn't offer me that broad range of experiences whereas people, if I wanted to solve a HR problem, *HLP delivery team 2* you know, I have got a problem, if I wanted to talk about mentoring or coaching or developing people, I would straight away. Key people that you can pick on to do that but then we have often done that as an organisation, we have engaged with consultants but it stops and this week's consultant believes that orange should be orange and next week's consultation thinks that green should be red, so you can get led like this really rather than having a clear vision about where you want to go and then you have got the [REDACTED] who have their own view on what [REDACTED] should be like as well so that is what I am missing from *line manager*, experience in leadership because he has not got it.

Facilitator: Is he, does he try and support you?

Interviewee: Yes he does yes and that is great, he will listen and things and he does try but it is, I suppose it is difficult because, I don't know if you have not experienced the things that other people have experienced it is hard to do it really.

Facilitator: I guess what I was trying to get at it is whether he is pro-active in trying to support your development.

Interviewee: Oh yes, definitely.

Facilitator: Okay.

Interviewee: Yes, definitely, I went to see him and said look I asked for an hour of his time and said look I have seen this *researcher's company programme* and *line manager* knows *researcher's company director* anyway, we have done some work with *researcher's company* before which we never really followed through on really, we should have done, when we were a big team, so there is a [REDACTED] program but there is this course, I really want to do this course, I know it is a lot of money and I know we are a bit tight for cash at the moment but I think it will really benefit for me and the organisation if I did it and will you be my support mechanism for the process, yes I will, no problem, so he has offered to do that and if I wanted to help, if I write an academic piece of work, he would pen it and check it and reflect it back, very responsible in that way, it's just that I think he, if you have ever met *line manager* you would realise a difference between a *line manager* and a *HLP delivery team 1* and that is horses for courses isn't it?

Facilitator: Yes, we all come from different places in life don't we?

Interviewee: Yes, but sometimes in this organisation, what I am finding, one thing that I have got from this program is realising that you don't necessarily need to be [REDACTED] to affect change you have got to be a good leader, a strong leader, a good vision, good behaviour that can get people to buy into what you believe in and other things and a lot of that is around trust, regular behaviour, what's the word that *HLP delivery team 1* used, predictability, being predictable in terms of how you are with people and *line manager* is just not predictable, I don't see him as being predictable and we talked about it late one Friday night, we have a late together and I was saying to him, you know you are just so unpredictable because if you have had a bad night with the baby, [REDACTED] [REDACTED] so if he has had a bad night with the baby, then you are going to get a short shift in the morning, whereas he wouldn't know whether I have been awake all night or not.

Facilitator: And that's the difference between people person and not people person. Okay well thank you for that, that is really interesting. One of the things you mentioned and I am sort of trying to build a picture of people around you and how it maybe influencing your success of what you want to try and do, you talked about your teams and it was, well we don't do it like

that here. Do you feel the things you are trying to introduce are non *research participant organisation*?

Interviewee: Yes, completely. A lot of the things that I have picked up from the program are completely alien to the people that I work with and trying to influence and integrate those thought patterns into that process is easier with my teams that work with me, you know my support teams because they are quite, I have really cherry picked them [REDACTED] they are very eager to do things. When you start talking to senior leadership team and say, we should be doing this differently, we should have stopped and thought about this and thought about that and people are, I haven't got time to do that, we don't want to do that and it is a bit like sometimes, when you get in our board room, it is like the apprentice, it really is and the more you reflect on it and look back on what has happened the more you see that and *HLP delivery team 1* did a session about feedback and giving people honesty and being honesty and integrity and stuff like that and I think, now we have gone from 11 to 3, well there is 4 of us now, because we have just taken on a new senior manager on, it is interesting times ahead I think. I think I can influence people that work with me at that level but people that are subordinate, I don't like using that word but if they are, then it is influencing governors or it is influencing the senior leadership team. See I will call them senior leadership team, the other staff will call them senior managers and that is the difference.

Facilitator: And that is because you have a different expectation or thereabouts.

Interviewee: I do now yes. I did after the first day I went on the course. It made me really stop and think I really want to be a leader, I don't want to be a manager. I know we are spending hours looking at it on this course and discussing it and we had a debate last time with the people from upstairs about the difference between the manager and a leader and other things and I definitely think there is a definite difference.

Facilitator: Yes, my views have changed and have changed over time, now I used to think I wanted to be a leader because leader sounded better than managers and leaders were exciting, managers were the ones that get on and do things. I think we have to be both and at times one is more important than the other.

Interviewee: It is.

Facilitator: And I think perhaps we tend to be better at one than the other and it is all about recognising that.

Interviewee: It is, and I think that is what the program is helping us to do, slip in and out of them kind of modes really and yes.

Facilitator: Can you define leadership?

Interviewee: Not yet.

Facilitator: No? Okay. I will ask you later.

Interviewee: I am still learning.

Facilitator: Again, from reading.

Interviewee: So I think it is a set of things, it is the values, it's the belief and I genuinely believe the one thing that I am starting to get my head around, is that leadership is a skill and management is a task for it, I think. So I would say that if there is a fire in this building today, you get a fire marshal that will lead people to safety. So for that moment in their time they are leading people out of this building but they are also managing that crisis aren't they, but a lot of people that I have met, I think it is, what we have to be careful of is labelling people because on this course we are talking a lot about Steve Jobs and real high flying Richard Branson and people like that and I have met some amazing charismatic leaders, of small charities that turnover £50,000 a year that, I meet them and I think I really want to come and work for you, you sound really, and this whole, are leaders born? Are they bred? Are they made from their environment? You look at people like Churchill being a leader of his time and all them other things so, I think, we are all different things at different times. I [REDACTED]

Facilitator: [REDACTED]

Interviewee: [REDACTED]

Facilitator: [REDACTED]

Interviewee: [REDACTED]

[REDACTED] so I think we slip in and out of but there are certain traits of people that people buy into don't they, whether it is your charisma or your knowledge or your skill or you have done it before and have got a proven track record, I don't know, I have not made my mind up where it sits. Still a lot to learn I think.

Facilitator: As you were saying about the sort of flexibility of something you have mentioned before and things constantly changing and maybe one's concept of leadership are constantly changing.

Interviewee: And something *HLP delivery team 1* did the other week which was good, was having that acceptance that you can't do it, so actually saying to someone I can't do that, whereas before I used to say yes I will have a bash at that or yes I will do it, or you will take it on without thinking about long term ramifications, simply having that skill to recognise where you are at and what you can do and what you can't do, is really important so saying no is alright. So I have learnt to say no quite a lot as well, which I think is a strong quality that people need.

Facilitator: It is if you are going to get on and do the things that you really need to do. Okay, I might come back to your group of people who you are, I won't say you are struggling with but potentially they are blockers to what you want to do because it is not what happens here. What skills do you think you need to develop to actually change...?

Interviewee: Influence, patience to get them to buy into me or the perspective I think and I think about [REDACTED] who is part of my senior management team, he has been a senior manager [REDACTED] for 26 years as an [REDACTED], that's it. He has not done any other training whatsoever, so if I went away to him and said, if I finish this session and said, oh I have been with Jane Brockliss this morning, it has been amazing, we have talked about Daniel Pink and we have talked about matrix management and all this, have you thought about this Alan? No. That's it, this is what I do, so the chances of getting [REDACTED] on to a leadership program with *researcher's company* to develop his skills and things are way past it, so it is almost like speaking German and French, there is almost a, well there is a big impact in terms of. I remember when I went to him and said to him I have done a lot of research about [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Facilitator: I am sure he has his strengths.

Interviewee: Yes, but that is the bit that I need help and advice with really because his strengths are risk averseness, he is really strong at not doing anything, so how do you influence people to do that?

APPENDIX 3.5: FIRST CYCLE CODING: DESCRIPTIVE MATRIX EXTRACT

A priori codes →	Line Manager	Peers	Subordinates	Senior management	Programme delivery team	Programme peers	Professional Ne
A	<p>A1 Go away and learn it and bring it back, share it with other people He will listen [proactive in trying to support your development]... Yes, definitely</p> <p>A1 Limited in terms of what they have done He has not that experience...he has not got the range of experiences that I need to develop...that is what I'm missing, experience in leadership, because he hasn't got it Is not predictable Don't understand his values chain he associates with people...I'm looking for values in my boss that are reflected in my own value and beliefs</p> <p>A3 Because he's got for me no ethics, no values and no morals</p> <p>A1</p>	<p>A1 Senior leadership team – we don't want to do that It's almost like speaking</p>	<p>A1 [non prototypical] easier with my teams that work with me...I have really cherry picked them I trust him implicitly with everything...I can say to him this...and he will say...have you thought about the impact of that...why aren't you going to do that Seeking feedback from others...I always encourage my team to be as deprecating as possible...Buddhist...really well grounded</p> <p>A2 You can see the changes in terms of people trying to understand why I am talking differently or thinking differently What else have you learnt, have you got anymore Resource library Really kind of taken it on board I want to share as much as I can with you [his team]</p>	<p>A1 Governing body – they are the most difficult group of people...to work with</p>	<p>A1 HLPDT1 is really, really good Try and find out about yourself, look at yourself HLPD1 has got real experience of working with people and understanding people I can talk to HLPDT1 and it doesn't go anywhere It's almost like a holiday A chance to go and do some positive thinking [It's a safe environment] ...completely</p> <p>A2 Challenges you as a person You feel quite comfortable because you are safe. HLPDT1 is not going to criticise me, he is going to challenge me</p>	<p>A1 The group has got some very different dynamics A wide range of people to learn from... listen to other people A2 Learning from each other...looking how they are doing things differently was worth every penny She hadn't really got any [relevant experience]...I'd get hived off with her and I would think I really want to be with them I thought I could work for you, I could really work for you ...you can see the drive and charisma...he will be fighting to his grave I1 facilitated re-union, I would do that</p>	<p>A3 I'm really good fit with ...You've got have them exterr influences to be : move forward</p> <p>A1 If you think about</p>

APPENDIX 3.6: SECOND CYCLE CODING: IDENTIFICATION AND CODING OF NETWORK SOCIAL CAPITAL FLOWS

Identification and Coding of Social Capital Flow				SORTED BY RESEARCH PARTICIPANT
First cycle <i>in vivo</i> coding	Donor	Flow status	Second cycle <i>a posteriori</i> pattern coding	
Flow status key: ✓ enabling flow ✓ inhibiting flow ✗ flow absent [✗] flow discussed in general terms				
A	Go away and learn it, share it, bring it back	LM	✓ OPENNESS TO LEARNING TRANSLATION IDEA	
A	Limited in terms of what they have done... [discussion around LM unable to support learning, no succinct <i>in vivo</i> code] that I need to develop...that is what I'm missing [i] [repeated under <i>Challenger/Reflection facilitator</i>]	LM	SOUNDING BOARD	
A	Limited in terms of what they have done... [discussion around LM unable to support learning, no succinct <i>in vivo</i> code] that I need to develop...that is what I'm missing [ii] [repeated under <i>Sounding board</i>]	LM	✗ CHALLENGER/REFLECTION FACILITATOR	
A	[non-prototypical leadership] We don't want to do that	P	✓ OPENNESS TO LEARNING TRANSLATION IDEA	
A	[non-prototypical leadership] Really kind of taken it on board	S	✓ OPENNESS TO LEARNING TRANSLATION IDEA	
A	I always encourage my team to be as deprecating as possible	S	✓ FEEDBACK PROVIDER	
A	I can say to him this and then he will say	S	✓ SOUNDING BOARD	
A	Why aren't you going to do that	S	✓ CHALLENGER/REFLECTION FACILITATOR	
A	[non-prototypical leadership] They are the most awkward group of people...they think in a certain way	SM	✓ OPENNESS TO LEARNING TRANSLATION IDEA	
A	Try and find out about yourself, look at yourself Challenges you as a person	HLPDT	✓ RESOURCES TO PRACTISE	
A	Try and find out about yourself, look at yourself Challenges you as a person	HLPDT	✓ CHALLENGER/REFLECTION FACILITATOR	
A	Real experiences of working with people	HLPDT	✓ SHARED LEADERSHIP EXPERIENCES	
A	You can see the drive	HLPC	✓ ROLE MODEL	
A	A wide range of people to learn from	HLPC	✓ SHARED LEADERSHIP EXPERIENCES	
A	She hadn't really got any [relevant experience]	HLPC	✗ SHARED LEADERSHIP EXPERIENCES	
A	You've got to have external influences	PN	✓ SHARED LEADERSHIP EXPERIENCES	
A	<i>General comment</i> If you think about peer networking	PN	[✗] SOUNDING BOARD	
B	I don't get as much interference as probably anyone else	LM	✓ OCCASION TO PRACTISE	
B	He's the one with the handbrake on	LM	✓ OPENNESS TO LEARNING TRANSLATION IDEA	

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B	They're embracing it, they' re loving it	S	✓	OPENNESS TO LEARNING TRANSLATION IDEA
B	Colleagues attending same programme	S	✓	OPENNESS TO LEARNING TRANSLATION IDEA
B	He will be bouncing it off me	S	✓	SOUNDING BOARD
B	Also challenges me	S	✓	CHALLENGER/REFLECTION FACILITATOR
B	Two days to think and listen	HLPDT	✓	RESOURCES TO PRACTISE
B	Sticking to the diet	HLPDT	✓	STRUCTURE FOR LEARNING TRANSLATION
B	All he does is provoke me	HLPDT	✓	CHALLENGER/REFLECTION FACILITATOR
B	Think and listen to others [i]	HLPC	✓	CHALLENGER/REFLECTION FACILITATOR
B	Think and listen to others [ii]	HLPC	✓	SHARED LEADERSHIP EXPERIENCES
B	I'd really like it if they were all MDs and chief execs	HLPC	x	SHARED LEADERSHIP EXPERIENCES
B	Keeping me on track	PN	✓	STRUCTURE FOR LEARNING TRANSLATION
B	It was all about strategy	PN	✓	ROLE MODEL
C	If I bring something fresh he would support me	LM	✓	OPENNESS TO LEARNING TRANSLATION IDEA
C	TIP 360 degree feedback [1LM]	LM	✓	FEEDBACK PROVIDER
C	He is someone I can go to with a query, I'm thinking this.... He empowers me to come up with suggestions	LM	✓	SOUNDING BOARD
C	Then maybe we wouldn't challenge each other	LM	✓	CHALLENGER/REFLECTION FACILITATOR
C	He has got that presence	LM	✓	ROLE MODEL
C	Doesn't give a sounding board for new ideas	LM	x	SOUNDING BOARD
C	<i>General comment</i> Not everyone would feel comfortable going to a line manager...	LM	[x]	SOUNDING BOARD
C	Worked on assignment, reflect with, bounce ideas off	P	✓	SOUNDING BOARD
C	Times when you need to reflect with someone like...	P	✓	CHALLENGER/REFLECTION FACILITATOR
C	TIP 360 degree feedback [2S]	S	✓	FEEDBACK PROVIDER
C	One member of team not stepping up	S	✓	RESOURCES TO PRACTISE
C	<i>General comment</i> They may not want to appear weak...by approaching for support	S	[x]	SOUNDING BOARD
C	Quite an open board	SM	✓	OPENNESS TO LEARNING TRANSLATION IDEA
C	Watching and learning from senior people	SM	✓	ROLE MODEL
C	It's the pace of change	SM	✓	OPENNESS TO LEARNING TRANSLATION IDEA
C	I set off with all good intentions but the company wins a contract with...	SM	✓	OCCASION TO PRACTISE
C	Not a level playing field	SM	✓	OCCASION TO PRACTISE
C	Benchmarked internally. We had the lowest number of people to service employees	SM	✓	RESOURCES TO PRACTISE

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C	It is my job to ask questions	HLPDT	✓	CHALLENGER/REFLECTION FACILITATOR
C	<i>General comment</i> Moving forward 12 months ...useful to bounce ideas off	HLPC	[✓]	SOUNDING BOARD
C	<i>General comment</i> It's good to meet every now and then...a learning set sort of approach	HLPC	[✓]	SHARED LEADERSHIP EXPERIENCES
C	We bounce things off each other	PN	✓	SOUNDING BOARD
C	I can look at best practice	PN	✓	SHARED LEADERSHIP EXPERIENCES
C	Family support, mental and physical	F	✓	RESOURCES TO PRACTISE
C	Approach to work	F	✓	ROLE MODEL
D	I was hoping to use him...and bounce ideas off him but he has moved on....[new role no. 5]	LM	x	SOUNDING BOARD
D	We don't communicate on a regular basis which is a shame...that would be good to get some inspiration off	P	x	SOUNDING BOARD
D	My team are very receptive	S	✓	OPENNESS TO LEARNING TRANSLATION IDEA
D	I bounce ideas off people in my team	S	✓	SOUNDING BOARD
D	Changed my ability to apply some of the learning because I'm now a project manager, so I've no direct reports	SM	✓	OCCASION TO PRACTISE
D	Is very charismatic and creative	SM	✓	ROLE MODEL
D	Difficult to align leadership concept	SM	x	STRUCTURE FOR LEARNING TRANSLATION
D	There are others but there rarely here	SM	x	SOUNDING BOARD
D	There isn't a role model for me to see	SM	x	ROLE MODEL
D	<i>General comment</i> What have we learned	HLPC	[✓]	SHARED LEADERSHIP EXPERIENCES
D	I'm asking questions	F	✓	SOUNDING BOARD
D	It becomes a decision to make...whether to do more hours	F	✓	RESOURCES TO PRACTISE
E	Probably the primary source of feedback for me	LM	✓	FEEDBACK PROVIDER
E	Is there room for another one....other leadership within such a small company	LM	✓	OCCASION TO PRACTISE
E	Initially he was very interested	LM	x	STRUCTURE FOR LEARNING TRANSLATION
E	What I need are the right circumstances to be present	SM	✓	OCCASION TO PRACTISE
E	A lot of lively discussion	HLPDT	✓	RESOURCES TO PRACTISE
E	You get to hear other people's views on things	HLPC	✓	CHALLENGER/REFLECTION FACILITATOR
E	A big challenge.....how much stuff I've got to do	F	✓	RESOURCES TO PRACTISE
F	Meeting prior to HLP, what he thought might be useful for me to gain from the course	LM	✓	STRUCTURE FOR LEARNING TRANSLATION
F	Regular feedback in the office	LM	✓	FEEDBACK PROVIDER
F	If I'd got any ideas I'd bounce them off him	LM	✓	SOUNDING BOARD
F	He's probably the one leader who's visionary	LM	✓	ROLE MODEL
F	Happy to implement these sorts of things	LM	✓	OCCASION TO PRACTISE
F	I think he's got the idea that he wants to pass things down...there is a little barrier of [the line manager]	LM	✓	OCCASION TO PRACTISE
F	Discuss issues within the company and how would like to resolve them, seeing each other's viewpoint	P	✓	OPENNESS TO LEARNING TRANSLATION IDEA

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F	Bounce ideas of each other	P	✓	SOUNDING BOARD
F	A challenge to get them to take ownership	S	✓	RESOURCES TO PRACTISE
F	Directors are quite open to suggestions...There's that open communication	SM	✓	OPENNESS TO LEARNING TRANSLATION IDEA
F	I get to see them in action	SM	✓	ROLE MODEL
F	Gone back to what they know best and back into tight control	SM	✓	OCCASION TO PRACTISE
F	We're sort of always stretched	SM	✓	RESOURCES TO PRACTISE
F	I haven't really got the time to ...	SM	✓	RESOURCES TO PRACTISE
F	An opportunity for reflection	HLPDT	✓	RESOURCES TO PRACTISE
F	It's very useful to see ... what other people have implemented	HLPC	✓	SHARED LEADERSHIP EXPERIENCES
F	I've got the workload here...various things happening that take up a lot of time	F	✓	RESOURCES TO PRACTISE
G	Sponsors me, speaks up for me	LM	✓	OCCASION TO PRACTISE
G	I guess he's supportive, can you be supportive without being supporting [discussion around LM limitations, no succinct <i>in vivo</i> code] [i] [repeated under <i>Challenger/Reflection facilitator</i>]	LM	x	SOUNDING BOARD
G	I guess he's supportive, can you be supportive without being supporting [discussion around LM limitations, no succinct <i>in vivo</i> code] [ii] [repeated under <i>Sounding board</i>]	LM	x	CHALLENGER/REFLECTION FACILITATOR
G	Open to assisting each other [peers_HLPC]	P	✓	OPENNESS TO LEARNING TRANSLATION IDEA
G	We bounce off each other	P	✓	SOUNDING BOARD
G	The challenge and have you thought about in this way	P	✓	CHALLENGER/REFLECTION FACILITATOR
G	Challenges you to think differently	P	✓	CHALLENGER/REFLECTION FACILITATOR
G	He's very driven...recognition of what he's done	P	✓	ROLE MODEL
G	Delivering to the line manager and secondly to me	P	✓	OCCASION TO PRACTISE
G	I think they are supportive [of new learning]	SM	✓	OPENNESS TO LEARNING TRANSLATION IDEA
G	There could be a block there	SM	✓	OPENNESS TO LEARNING TRANSLATION IDEA
G	Secondment for bid writing	SM	✓	OCCASION TO PRACTISE
G	Come back next week...what have you done	HLPDT	✓	STRUCTURE FOR LEARNING TRANSLATION
G	Say what you want, think what you want, think about how I should be doing things	HLPC	✓	CHALLENGER/REFLECTION FACILITATOR
I	Let's me get on with it	LM	✓	OCCASION TO PRACTISE
I	Probably had more disagreements in the last two years...but that's good, it's healthy	LM	✓	CHALLENGER/REFLECTION FACILITATOR
I	<i>General comment</i> How difficult it is for people to transfer their knowledge if people aren't speaking the same language	P	✗	OPENNESS TO LEARNING TRANSLATION IDEA
I	They are getting really involved in that [high performing teams]	S	✓	OPENNESS TO LEARNING TRANSLATION IDEA

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I	They can do the job	S	✓	RESOURCES TO PRACTISE
I	I have worked for a true entrepreneur	PN	✓	ROLE MODEL
I	[discussion around who...use mostly as a sounding board or to challenge, no succinct <i>in vivo</i> code] Anyone and everyone, it's just that quirky [i]	ANYONE AND EVERYONE	✓	SOUNDING BOARD
I	[discussion around who...use mostly as a sounding board or to challenge, no succinct <i>in vivo</i> code] Anyone and everyone, it's just that quirky [ii]	ANYONE AND EVERYONE	✓	CHALLENGER/REFLECTION FACILITATOR
J	My former LM has moved...it that hadn't have happened then I would have felt a block	LM	✓	OCCASION TO PRACTISE
J	More of a micromanager I would say is my line manager	LM	✓	OCCASION TO PRACTISE
J	[discussion around LM as a sounding board or challenger, no succinct <i>in vivo</i> code] The more senior you are...the less time you have...rarely would we talk about the weekend...it has to be more direct [i] [repeated under <i>Reflection facilitator</i>]	LM	X	SOUNDING BOARD
J	[discussion around LM as a sounding board or challenger, no succinct <i>in vivo</i> code] The more senior you are...the less time you have...rarely would we talk about the weekend...it has to be more direct [ii] [repeated under <i>Sounding board</i>]	LM	X	CHALLENGER/REFLECTION FACILITATOR
J	[discussion around being receptive/resistant to new ideas ideas, no succinct <i>in vivo</i> code] That could be down to the individual site and cultures [1P]	P	✓	OPENNESS TO LEARNING TRANSLATION IDEA
J	Went to the recipient of the training, the actual trainer and the...the trainer's manager to get a broader picture] Yes that's really important [1P]	P	✓	FEEDBACK PROVIDER
J	There are some good sounding boards in the network...you get a different reflection [i] [repeated under <i>Challenger/Reflection facilitator</i>]	P	✓	SOUNDING BOARD
J	There are some good sounding boards in the network...you get a different reflection [ii] [repeated under <i>Sounding board</i>]	P	✓	CHALLENGER/REFLECTION FACILITATOR
J	[discussion around being receptive/resistant to new ideas ideas, no succinct <i>in vivo</i> code] That could be down to the individual site and cultures [1P-VE]	P	✓	OPENNESS TO LEARNING TRANSLATION IDEA
J	[discussion around being receptive/resistant to new ideas ideas, no succinct <i>in vivo</i> code] That could be down to the individual site and cultures [1S]	S	✓	OPENNESS TO LEARNING TRANSLATION IDEA
J	Went to the recipient of the training, the actual trainer and the...the trainer's manager to get a broader picture] Yes that's really important [1S]	S	✓	FEEDBACK PROVIDER
J	[discussion around being receptive/resistant to new ideas ideas, no succinct <i>in vivo</i> code] That could be down to the individual site and cultures [1S-VE]	S	✓	OPENNESS TO LEARNING TRANSLATION IDEA
J	I have been able to secure resources for myself ...it will help me move forward certainly regarding the delegation	SM	✓	RESOURCES TO PRACTISE
J	<i>General comment</i> There may be a lack of awareness crazy though that may sound	SM	X	OCCASION TO PRACTISE
J	<i>General comment</i> [What is it behind the relationship that makes it work] ...you may not respect senior management	SM	X	SOUNDING BOARD

Appendices

	[repeated under Challenger/ <i>Reflection facilitator</i>]			
J	<i>General comment</i> [What is it behind the relationship that makes it work] ...you may not respect senior management [repeated under <i>Sounding board</i>]	SM	[x]	CHALLENGER/REFLECTION FACILITATOR
J	Course encourages you to do things between workshops You have to be quite disciplined if you're going to make change...the course encourages that I feel...you're prompted into doing something different	HLPDT	✓	STRUCTURE FOR LEARNING TRANSLATION
J	The course is a lot of reflection, challenging myself	HLPDT	✓	CHALLENGER/REFLECTION FACILITATOR

APPENDIX 3.7: THIRD CYCLE CODING: IDENTIFICATION AND CODING OF MECHANISMS UNDERLYING NETWORK SOCIAL CAPITAL FLOWS

Identification and Coding of Mechanisms Underpinning Social Capital Flows				SORTED BY UNDERLYING MECHANISM	
Second cycle <i>a posteriori</i> coding:					
OPENNESS TO LEARNING TRANSLATION IDEA		Donor	Flow status	Underpinning Mechanisms <i>In vivo</i> coding	Third cycle <i>a posteriori</i> pattern coding
Flow status key: ✓ enabling flow ✓ inhibiting flow X flow absent [x] flow discussed in general terms					
A	Go away and learn it, share it, bring it back	LM	✓		
C	If I bring something fresh he would support me	LM	✓		
C	Quite an open board	SM	✓		
G	I think they are supportive [of new learning]	SM	✓	Massive sponsor of change	ACCEPTANCE OF CHANGE
I	They are getting really involved in that [high performing teams] [1]	S	✓	They will embrace change	ACCEPTANCE OF CHANGE
J	[Receptive to ideas] That could be down to the individual site and cultures [2P]	P	✓	Also the acceptance of change	ACCEPTANCE OF CHANGE
J	[Receptive to ideas] That could be down to the individual site and cultures [2S]	S	✓	Also the acceptance of change	ACCEPTANCE OF CHANGE
F	Directors are quite open to suggestions...There's that open communication [2]	SM	✓	We're actually getting to know people a bit more	RELATIONSHIP MATURITY
A	[non-prototypical leadership] Really kind of taken it on board [1]	S	✓	Cherry picked the team	HANDPICKED TEAM
B	They're embracing it, they're loving it	S	✓	Handpicking that team	HANDPICKED TEAM
I	They are getting really involved in that [high performing teams] [2]	S	✓	I have always grown a team	HANDPICKED TEAM
A	[non-prototypical leadership] We don't want to do that	P	✓	It's almost like speaking German and French	Lack of SHARED UNDERSTANDING
A	[non-prototypical leadership]	SM	✓	Narrow background. Think in a certain way...Completely alien to the people I work with	Lack of SHARED UNDERSTANDING

	They are the most awkward group of people...they think in a certain way				
B	He's the one with the handbrake on	LM	✓	Basic lack of understanding...he's just on another page	Lack of SHARED UNDERSTANDING
G	There could be a block there [2]	SM	✓	There could be a block there because they haven't got the understanding	Lack of SHARED UNDERSTANDING
I	<i>General comment</i> How difficult it is for people to transfer their knowledge if people aren't speaking the same language	P	✗	How difficult it is to transfer that knowledge if people aren't speaking the same language	Lack of SHARED UNDERSTANDING
D	My team are very receptive	S	✓	Culture... Not a huge amount of finger appointing	NO BLAME CULTURE
J	[discussion around being receptive/resistant to new ideas ideas, no succinct <i>in vivo</i> code] That could be down to the individual site and cultures [1P]	P	✓	Some of it's cultural, It could be personalities	PERSONALITIES
J	[discussion around being receptive/resistant to new ideas ideas, no succinct <i>in vivo</i> code] That could be down to the individual site and cultures [1S]	S	✓	Some of it's cultural, It could be personalities	PERSONALITIES
J	[discussion around being receptive/resistant to new ideas ideas, no succinct <i>in vivo</i> code] That could be down to the individual site and cultures [1P-VE]	P	✓	Some of it's cultural, It could be personalities	PERSONALITIES
J	[discussion around being receptive/resistant to new ideas ideas, no succinct <i>in vivo</i> code] That could be down to the individual site and cultures [1S-VE]	S	✓	Some of it's cultural, It could be personalities	PERSONALITIES
C	It's the pace of change	SM	✓	Pace of change he's uncomfortable with	Resistance to CHANGE
G	There could be a block there [1]	SM	✓	Wants to change without changing	Resistance to CHANGE
J	[discussion around being receptive/resistant to new ideas ideas, no succinct <i>in vivo</i> code] That could be down to the individual site and cultures [2P-VE]	P	✓	Also the acceptance of change You will always get pockets of resistance...it's actually time and interpretation and getting the wider business engaged	Resistance to CHANGE
J	[discussion around being receptive/resistant to new ideas ideas, no succinct <i>in vivo</i> code] That could be down to the individual site and cultures [2S-VE]	S	✓	Also the acceptance of change You will always get pockets of resistance...it's actually time and interpretation and getting the wider business engaged	Resistance to CHANGE
A	[non-prototypical leadership] Really kind of taken it on board [2]	S	✓	Trying to understand	SHARED UNDERSTANDING

B	Colleagues attending same programme	S	✓	Speeds up common understanding	SHARED UNDERSTANDING
F	Discuss issues within the company and how would like to resolve them, seeing each other's viewpoint	P	✓	Programme gave time to see each other's viewpoint	SHARED UNDERSTANDING
F	Directors are quite open to suggestions...There's that open communication [1]	SM	✓	They understand where we want to go...	SHARED UNDERSTANDING
I	They are getting really involved in that [high performing teams] [3]	S	✓	Wanting to understand what, how and why	SHARED UNDERSTANDING
G	Open to assisting each other [peers_HLPC]	P	✓	To understand ourselves better...open to assisting each other	SHARED UNDERSTANDING
J	[Receptive to ideas] That could be down to the individual site and cultures [3S]	S	✓	Strong corporate values ...I think that's helping with engagement	SHARED UNDERSTANDING
I	They are getting really involved in that [high performing teams] [4]	S	✓	They need to trust me	TRUST IN LEADER

Second cycle <i>a posteriori</i> coding: OCCASION TO PRACTISE		Donor	Flow status	Underpinning Mechanisms <i>In vivo</i> coding	Third cycle <i>a posteriori</i> coding
G	Sponsors me, speaks up for me	LM	✓		
B	I don't get as much interference as probably anyone else	LM	✓	Within my team, that's in my control...just keep performing	AUTONOMY
I	Let's me get on with it	LM	✓	Let's me get on with it...The trust is there...We've been doing it for 16 years	AUTONOMY
J	My former LM has moved...it that hadn't have happened then I would have felt a block	LM	✓	What has helped is the empowerment to do it...I'm now responsible for that area	AUTONOMY
C	I set off with all good intentions but the company wins a contract with...	SM	✓	Huge pressures on us [displaces strategic activity]	CONFLICTING ORGANISATIONAL PRIORITIES
D	Changed my ability to apply some of the learning because I'm now a project manager, so I've no direct reports	SM	✓	It's a very important project for [my company]	CONFLICTING ORGANISATIONAL PRIORITIES
F	Happy to implement these sorts of things	LM	✓	It's whether it detracts from anything else	CONFLICTING ORGANISATIONAL PRIORITIES
G	Secondment for bid writing	SM	✓		CONFLICTING ORGANISATIONAL PRIORITIES
G	Delivering to the line manager and secondly to me	P	✓	Delivering to the line manager and secondly to me	CONFLICTING ORGANISATIONAL PRIORITIES

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C	Not a level playing field	SM	✓	Title of Director but not the autonomy	Lack of AUTONOMY
E	Is there room for another one...other leadership within such a small company	LM	✓	You might not have the scope to apply it	Lack of AUTONOMY
E	What I need are the right circumstances to be present	SM	✓	How can you have control over somebody when they've got control over you	Lack of AUTONOMY
F	I think he's got the idea that he wants to pass things down...there is a little barrier of [the line manager] [1]	LM	✓	Doesn't like to let go of anything in terms of control	Lack of AUTONOMY
F	Gone back to what they know best and back into tight control [1]	SM	✓	Tight control	Lack of AUTONOMY
J	More of a micromanager I would say is my line manager	LM	✓	It was almost like a buffer between the senior management, so not everything I was doing or needed support on was getting through	Lack of AUTONOMY
J	<i>General comment</i> There may be a lack of awareness crazy though that may sound	SM	[x]	There may be lack of awareness crazy as that may sound	Lack of AWARENESS
F	I think he's got the idea that he wants to pass things down...there is a little barrier of [the line manager] [2]	LM	✓	Driven by industry itself	REGULATED ENVIRONMENT
F	Gone back to what they know best and back into tight control [2]	SM	✓	Driven by industry itself	REGULATED ENVIRONMENT

	Second cycle <i>a posteriori</i> coding: RESOURCES TO PRACTISE	Donor	Flow status	Underpinning Mechanisms <i>In vivo</i> coding	Third cycle <i>a posteriori</i> coding
C	One member of team not stepping up	S	✓		
F	A challenge to get them to take ownership	S	✓		
C	Benchmarked internally. We had the lowest number of people to service employees	SM	✓		
F	We're sort of always stretched	SM	✓	I guess it's just knowing the right people to interact with	POLITICAL SKILLS
A	Try and find out about yourself, look at yourself Challenges you as a person	HLPDT	✓	Almost like a holiday, opportunity to do something positive	ENVIRONMENT
B	Two days to think and listen	HLPDT	✓	Two days to think	ENVIRONMENT
E	A lot of lively discussion	HLPDT	✓	No time pressures	ENVIRONMENT
F	An opportunity for reflection	HLPDT	✓	Takes away day to day distractions...gives you the chance to do that	ENVIRONMENT

I	They can do the job	S	✓	There is no trust issue there, at all	TRUST IN RESOURCES
J	I have been able to secure resources for myself ...it will help me move forward certainly regarding the delegation	SM	✓		
F	I haven't really got the time to ...	SM	✓	There's a bit of time management I need to improve upon	TIME MANAGEMENT
D	It becomes a decision to make...whether to do more hours	F	✓	Career first family second, but no	WORK LIFE BALANCE Detracts
E	A big challenge.....how much stuff I've got to do	F	✓	I've struggled for the past two years to get a balance on both my work and private life	WORK LIFE BALANCE Detracts
F	I've got the workload here...various things happening that take up a lot of time	F	✓	Busy personal element in my life	WORK LIFE BALANCE Detracts
C	Family support, mental and physical	F	✓	If you're doing everything at home, you can't do everything at work	WORK LIFE BALANCE Supports

	Second cycle <i>a posteriori</i> coding: FOCUS ON INTENDED LEARNING TRANSLATION	Donor	Flow status	Underpinning Mechanisms <i>In vivo</i> coding	Third cycle <i>a posteriori</i> coding
B	Sticking to the diet	HLPDT	✓		
B	Keeping me on track	PN	✓		
G	Come back next week...what have you done	HLPDT	✓		
J	Course encourages you to do things between workshops You have to be quite disciplined if you're going to make change...the course encourages that I feel...you're prompted into doing something different	HLPDT	✓		
D	Difficult to align leadership concept	SM	x		
E	Initially he was very interested	LM	x	Fallen to some extent because we are headed to reorganisation at year end and other things	CONFLICTING ORGANISATIONAL PRIORITIES
F	Meeting prior to HLP, what he thought might be useful for me to gain from the course	LM	✓	He wants to have an understanding of what the course entails...where it fits with the business	ORGANISATIONAL ALIGNMENT

Second cycle <i>a posteriori</i> coding: FEEDBACK PROVIDER		Donor	Flow status	Underpinning Mechanisms <i>In vivo</i> coding	Third cycle <i>a posteriori</i> coding
A	I always encourage my team to be as deprecating as possible	S	✓	Seeking feedback from others, saying did that work, was I any good at that...	SOLICITED
C	TIP 360 degree feedback [1LM]	LM	✓	I sent ... a Thomas International 360 degree profile to...	SOLICITED DIVERSITY
C	TIP 360 degree feedback [1S]	S	✓	I sent ... a Thomas International 360 degree profile to...	SOLICITED DIVERSITY
J	[Went to the recipient of the training, the actual trainer and the...the trainer's manager to get a broader picture] Yes that's really important [1P]	P	✓	[Multi angle feedback] So it's not just from one side...Actually the ones that are not connected to...where I feel I would get the most constructive criticism	SOLICITED DIVERSITY
J	[Went to the recipient of the training, the actual trainer and the...the trainer's manager to get a broader picture] Yes that's really important [1S]	S	✓	[Multi angle feedback] So it's not just from one side...Actually the ones that are not connected to...where I feel I would get the most constructive criticism	SOLICITED DIVERSITY
E	Probably the primary source of feedback for me	LM	✓	I don't look for guidance very much....Hopefully, I'll be receiving some feedback from	UNSOLICITED
F	Regular feedback in the office	LM	✓	I try and take in feedback but I wouldn't specifically approach people	UNSOLICITED

Second cycle <i>a posteriori</i> coding: SOUNDING BOARD		Donor	Flow status	Underpinning Mechanisms <i>In vivo</i> coding	Third cycle <i>a posteriori</i> coding
D	I bounce ideas off people in my team	S	✓		
D	I'm asking questions	F	✓		
F	If I'd got any ideas I'd bounce them off him	LM	✓		
G	We bounce off each other	P	✓		

Appendices

A	Limited in terms of what they have done... [discussion around LM unable to support learning, no succinct <i>in vivo</i> code] that I need to develop...that is what I'm missing [1] [repeated under Challenger/Reflection facilitator]	LM	x	Not got the range of experience	Absence of ALIGNED EXPERIENCE
G	I guess he's supportive, can you be supportive without being supporting [discussion around LM limitations, no succinct <i>in vivo</i> code] [2] [repeated under Challenger/Reflection facilitator]	LM	x	Whether he can get close enough to what I'm doing...to make it productive challenge	Absence of ALIGNED EXPERIENCE
C	<i>General comment</i> They may not want to appear weak...by approaching for support	S	[x]	The same with subordinates...may not want to appear weak	Absence of COMFORT
D	There are others but there rarely here [2]	SM	x	Right relationship...feel comfortable...being open	Absence of COMFORT
C	<i>General comment</i> Not everyone would feel comfortable going to a line manager...	LM	[x]	Not everyone would feel comfortable to go to a senior manager	Absence of COMFORT
D	There are others but there rarely here [1]	SM	x	There are others but there rarely here for any length of time	Absence of DONOR AVAILABILITY
D	We don't communicate on a regular basis which is a shame...that would be good to get some inspiration off	P	x	Don't communicate on a regular basis	Absence of DONOR AVAILABILITY
G	I guess he's supportive, can you be supportive without being supporting [3] [repeated under Challenger/Reflection facilitator]	LM	x	I don't think he has the time...such a busy individual...there wasn't the opportunity to feedback	Absence of DONOR AVAILABILITY
J	[discussion around LM as a sounding board or challenger, no succinct <i>in vivo</i> code] The more senior you are...the less time you have...rarely would we talk about the weekend...it has to be more direct [1] [repeated under Reflection facilitator]	LM	x	[Building relationship with line manager...The more senior I become...the less time you have, so you have to make the most of that time...very rarely would we talk about the weekend...it has to be more direct the more senior you are	Absence of DONOR AVAILABILITY
D	I was hoping to use him...and bounce ideas off him but he has moved on...[new role no. 5]	LM	x	Moved off to other roles...five of these roles	Absence of RELATIONSHIP MATURITY
J	[discussion around LM as a sounding board or challenger, no succinct <i>in vivo</i> code] The more senior you are...the less time you have...rarely would we talk about the weekend...it has to be more direct [2] [repeated under Reflection facilitator]	LM	x	[Building relationship with line manager...The more senior I become...the less time you have, so you have to make the most of that time...very rarely would we talk about the weekend...it has to be more direct the more senior you are	Absence of RELATIONSHIP MATURITY
J	<i>General comment</i> [What is it behind the relationship that makes it work] ...you may not respect senior management [repeated under Challenger/Reflection facilitator]	SM	[x]	You may not respect senior management	Absence of RESPECT

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A	Limited in terms of what they have done... [sounding board, challenger/reflection facilitator] that I need to develop...that is what I'm missing [4] [repeated under Challenger/Reflection facilitator]	LM	x	Not confident in discretion	Absence of TRUST
D	There are others but there rarely here [3]	SM	x	Needs to be trusting	Absence of TRUST
A	<i>General comment</i> If you think about peer networking	PN	[x]	Who would I trust?	Absence of TRUST
A	Limited in terms of what they have done... [sounding board, challenger/reflection facilitator] that I need to develop...that is what I'm missing [3] [repeated under Challenger/Reflection facilitator]	LM	x	Don't understand values	Absence of VALUES ALIGNMENT
C	<i>General comment</i> Moving forward 12 months ...useful to bounce ideas off	HLPC	[✓]	[Sounding board future] same learning experience...shared experience	ALIGNED EXPERIENCE
J	There are some good sounding boards in the network...you get a different reflection [2] [repeated under Challenger/Reflection facilitator]	P	✓	you need some internal reflection	ALIGNED EXPERIENCE
B	He will be bouncing it off me [2]	S	✓	Our values and aspirations probably are very much aligned	ALIGNED VALUES
C	He is someone I can go to with a query, I'm thinking this.... He empowers me to come up with suggestions [2]	LM	✓	Similar values	ALIGNED VALUES
C	He is someone I can go to with a query, I'm thinking this.... He empowers me to come up with suggestions [1]	LM	✓	He says it as it is Would have the same relationship with some but not others, they have different styles	COMFORT
C	Doesn't give a sounding board for new ideas	LM	x	Doesn't give a sounding board for new ideas	Doesn't PROVIDE DIVERSITY
C	He is someone I can go to with a query, I'm thinking this.... He empowers me to come up with suggestions [3]	LM	✓	It's just the continual coaching and support...on this occasion I contacted him ...he rings me more than I ring him	DONOR AVAILABILITY
F	Bounce ideas of each other [2]	P	✓	Being sat in close proximity	DONOR AVAILABILITY
B	He will be bouncing it off me [1]	S	✓	Totally different individuals	PROVIDES DIVERSITY
C	Worked on assignment, reflect with, bounce ideas off	P	✓	He's very academic [different strength]	PROVIDES DIVERSITY
C	We bounce things off each other	PN	✓	Best practice...new ideas...a different perspective	PROVIDES DIVERSITY

I	[Who...use mostly as a sounding board or to challenge] Anyone and everyone, it's just that quirky	ANYONE AND EVERYONE	✓	Anyone and everyone	PROVIDES DIVERSITY
J	There are some good sounding boards in the network...you get a different reflection [1] [repeated under Challenger/Reflection facilitator]	P	✓	You get a different reflection from outside of the department which sometimes you need...	PROVIDES DIVERSITY
F	Bounce ideas of each other [1]	P	✓	Programme meant spend time seeing each other's viewpoint	RELATIONSHIP MATURITY
J	There are some good sounding boards in the network...you get a different reflection [3] [repeated under Challenger/Reflection facilitator]	P	✓	Building relationships... that takes a long time, so people you know for 3 to 5 years you will talk quite openly with but maybe people you have only known for six months you won't talk to so much...	RELATIONSHIP MATURITY
A	I can say to him this and then he will say [2]	S	✓	Buddhist...really well grounded	RESPECT
A	I can say to him this and then he will say [1]	S	✓	Trust him implicitly...	TRUST
J	There are some good sounding boards in the network...you get a different reflection [4] [repeated under Challenger/Reflection facilitator]	P	✓	You trust them is the biggest thing for me	TRUST
G	I guess he's supportive, can you be supportive without being supporting [1] [repeated under Challenger/Reflection facilitator]	LM	✗	I feel that I can approach him...I trust him but...	TRUST
A	Limited in terms of what they have done... [sounding board, challenger/reflection facilitator] that I need to develop...that is what I'm missing [2] [repeated under Challenger/Reflection facilitator]	LM	✗	Is not predictable	UNPREDICTABILITY

	Second cycle <i>a posteriori</i> coding CHALLENGER/REFLECTION FACILITATOR	Donor	Flow status	Underpinning Mechanisms <i>In vivo</i> coding	Third cycle <i>a posteriori</i> coding
B	All he does is provoke me	HLPDT	✓		
C	It is my job to ask questions	HLPDT	✓		
J	The course is a lot of reflection, challenging myself	HLPDT	✓		

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A	Limited in terms of what they have done... [discussion around LM unable to support learning, no succinct <i>in vivo</i> code] that I need to develop...that is what I'm missing [2] [repeated under <i>Sounding board</i>]	LM	x	Not got the range of experience	Absence of ALIGNED EXPERIENCE
G	I guess he's supportive, can you be supportive without being supporting [discussion around LM limitations, no succinct <i>in vivo</i> code] [2] [repeated under <i>Sounding board</i>]	LM	x	Whether he can get close enough to what I'm doing...to make it productive challenge	Absence of ALIGNED EXPERIENCE
G	I guess he's supportive, can you be supportive without being supporting [discussion around LM limitations, no succinct <i>in vivo</i> code] [3] [repeated under <i>Sounding board</i>]	LM	x	I don't think he has the time...such a busy individual...there wasn't the opportunity to feedback	Absence of DONOR AVAILABILITY
J	[discussion around LM as a sounding board or challenger, no succinct <i>in vivo</i> code] The more senior you are...the less time you have...rarely would we talk about the weekend...it has to be more direct [1] [repeated under <i>Sounding board</i>]	LM	x	[Building relationship with line manager...The more senior I become...the less time you have, so you have to make the most of that time...very rarely would we talk about the weekend...it has to be more direct the more senior you are	Absence of DONOR AVAILABILITY
J	[discussion around LM as a sounding board or challenger, no succinct <i>in vivo</i> code] The more senior you are...the less time you have...rarely would we talk about the weekend...it has to be more direct [2] [repeated under <i>Sounding board</i>]	LM	x	[Building relationship with line manager...The more senior I become...the less time you have, so you have to make the most of that time...very rarely would we talk about the weekend...it has to be more direct the more senior you are	Absence of RELATIONSHIP MATURITY
J	<i>General comment</i> [What is it behind the relationship that makes it work] ...you may not respect senior management [repeated under <i>Sounding board</i>]	SM	[x]	You may not respect senior management	Absence of RESPECT
A	Limited in terms of what they have done... [sounding board, challenger/reflection facilitator] that I need to develop...that is what I'm missing [4] [repeated under <i>Sounding board</i>]	LM	x	Not confident in discretion	Absence of TRUST
A	Limited in terms of what they have done... [sounding board, challenger/reflection facilitator] that I need to develop...that is what I'm missing [3] [repeated under <i>Sounding board</i>]	LM	x	Don't understand values	Absence of VALUES ALIGNMENT
A	Try and find out about yourself, look at yourself Challenges you as a person [1]	HLPDT	✓	Real experience of working with people	ALIGNED EXPERIENCE
C	Times when you need to reflect with someone like...	P	✓	Somebody who's going through the same thing	ALIGNED EXPERIENCE

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G	The challenge and have you thought about in this way	P	✓	[Importance of similar experience] 100%	ALIGNED EXPERIENCE
I	[Who...use mostly as a sounding board or to challenge] Anyone and everyone, it's just that quirky [3]	ANYONE AND EVERYONE	✓	Have they had similar experiences they can relate to	ALIGNED EXPERIENCE
J	There are some good sounding boards in the network...you get a different reflection [2] [repeated under <i>Sounding board</i>]	P	✓	you need some internal reflection	ALIGNED EXPERIENCE
B	Also challenges me [3]	S	✓	Our values and aspirations probably are very much aligned	ALIGNED VALUES
I	Probably had more disagreements in the last two years...but that's good, it's healthy [2]	LM	✓	To get that close bond, you have to have similar values	ALIGNED VALUES
A	Try and find out about yourself, look at yourself Challenges you as a person [3]	HLPDT	✓	Feel comfortable because you are safe	COMFORT
B	Also challenges me [1]	S	✓	Not everyone you can do that with. I will accept a challenge from him...friend	FRIEND
G	Challenges you to think differently [2]	P	✓	I do consider C a friend	FRIEND
I	Probably had more disagreements in the last two years...but that's good, it's healthy [1]	LM	✓	A friend...	FRIEND
B	Also challenges me [2]	S	✓	Totally different individuals	PROVIDES DIVERSITY
B	Think and listen to others	HLPC	✓	Think and listen to others	PROVIDES DIVERSITY
C	Then maybe we wouldn't challenge each other	LM	✓	If we had aligned thinking, maybe we wouldn't challenge each other	PROVIDES DIVERSITY
E	You get to hear other people's views on things	HLPC	✓	You get to hear other people's views	PROVIDES DIVERSITY
G	Challenges you to think differently [1]	P	✓	Think about things in different ways...HR or woman I've got some good ideas...she drills down to the detail	PROVIDES DIVERSITY
I	[Who...use mostly as a sounding board or to challenge] Anyone and everyone, it's just that quirky [1]	ANYONE AND EVERYONE	✓	Anyone and everyone	PROVIDES DIVERSITY
J	There are some good sounding boards in the network...you get a different reflection [1] [repeated under <i>Sounding board</i>]	P	✓	It needs to be diverse....we need reflection ...from outside the department	PROVIDES DIVERSITY

Appendices

J	There are some good sounding boards in the network...you get a different reflection [3] [repeated under <i>Sounding board</i>]	P	✓	Building relationships... that takes a long time, so people you know for 3 to 5 years you will talk quite openly with but maybe people you have only known for six months you won't talk to so much...	RELATIONSHIP MATURITY
A	Why aren't you going to do that [2]	S	✓	Buddhist...really well grounded	RESPECT
I	[Who...use mostly as a sounding board or to challenge] Anyone and everyone, it's just that quirky [2]	ANYONE AND EVERYONE	✓	It's got to be from someone you actually respect their view...it's an opinion of their standing...	RESPECT
A	Why aren't you going to do that [1]	S	✓	Trust him implicitly...	TRUST
A	Try and find out about yourself, look at yourself Challenges you as a person [2]	HLPDT	✓	It doesn't go anywhere	TRUST
G	Say what you want, think what you want, think about how I should be doing things	HLPC	✓	A bit of a leap of faith...the trust was well placed	TRUST
J	There are some good sounding boards in the network...you get a different reflection [4] [repeated under <i>Sounding board</i>]	P	✓	You trust them is the biggest thing for me	TRUST
G	I guess he's supportive, can you be supportive without being supporting [1] [repeated under <i>Sounding board</i>]	LM	X	I feel that I can approach him...I trust him but...	TRUST
A	Limited in terms of what they have done... [sounding board, challenger/reflection facilitator] that I need to develop...that is what I'm missing [2] [repeated under <i>Sounding board</i>]	LM	X	Is not predictable	UNPREDICTABILITY

	Second cycle <i>a posteriori</i> coding ROLE MODEL	Donor	Flow status	Underpinning Mechanisms <i>In vivo</i> coding	Third cycle <i>a posteriori</i> coding
A	You can see the drive	HLPC	✓	Drive, charisma	PROVIDES LEARNING OPPORTUNITY
B	It was all about strategy	PN	✓	Strategic, passion, making use of sounding board, admired business acumen	PROVIDES LEARNING OPPORTUNITY
C	He has got that presence	LM	✓	Presence, innovative...positive and negative	PROVIDES LEARNING OPPORTUNITY
C	Watching and learning from senior people	SM	✓	Learning from senior people in meetings...good and bad	PROVIDES LEARNING OPPORTUNITY

Appendices

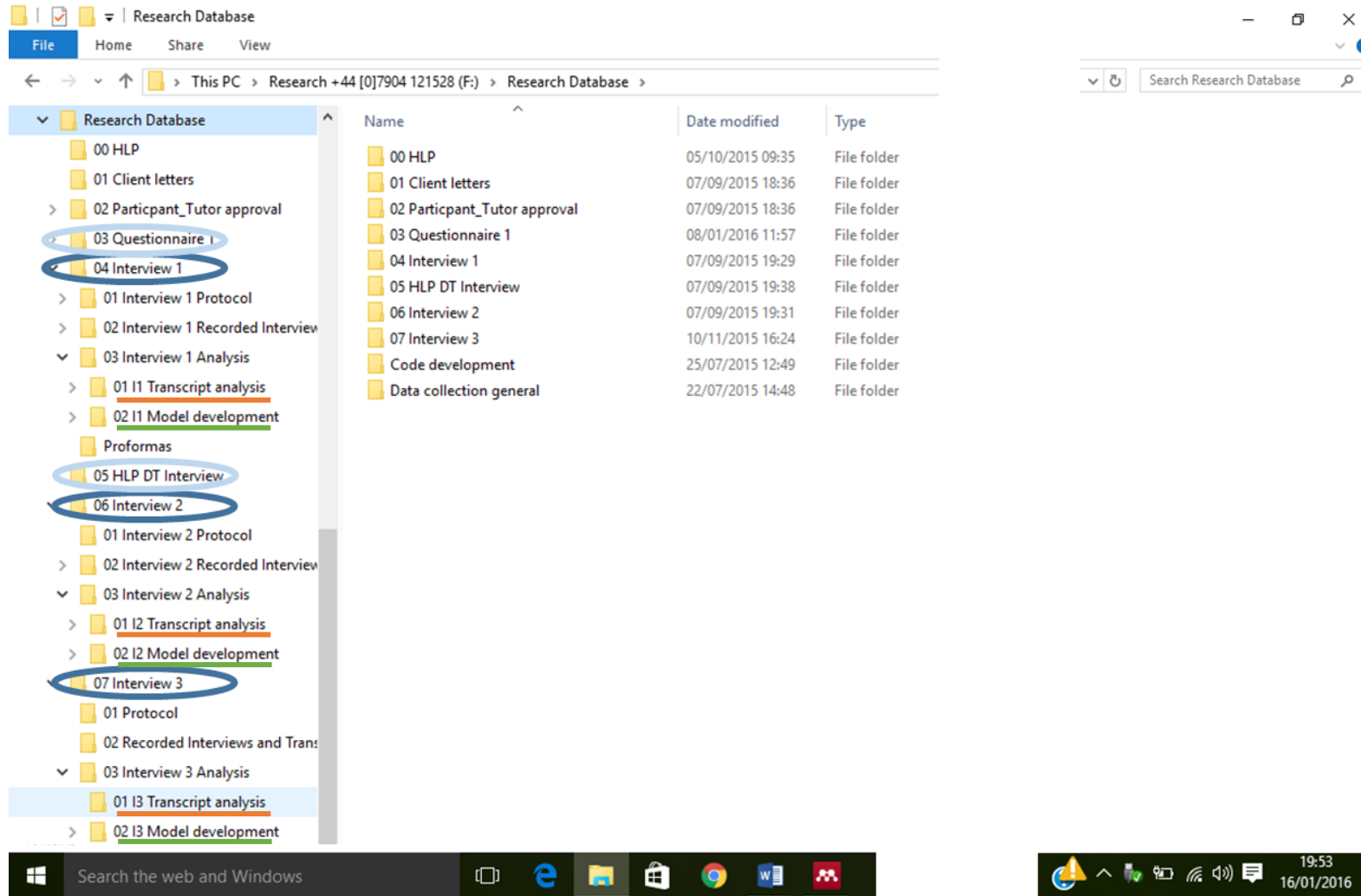
C	Approach to work	F	✓	Drive, passion	PROVIDES LEARNING OPPORTUNITY
D	Is very charismatic and creative	SM	✓	Creative, creating the vision	PROVIDES LEARNING OPPORTUNITY
F	He's probably the one leader who's visionary	LM	✓	Visionary	PROVIDES LEARNING OPPORTUNITY
F	I get to see them in action	SM	✓	Seeing how they interact in meetings and with employees	PROVIDES LEARNING OPPORTUNITY
G	He's very driven...recognition of what he's done	P	✓	Very driven, looking for improvement, great team	PROVIDES LEARNING OPPORTUNITY
I	I have worked for a true entrepreneur [1]	PN	✓	True entrepreneur Genghis Khan school of management...really bad bits	PROVIDES LEARNING OPPORTUNITY
I	I have worked for a true entrepreneur [2]	PN	✓	Analyse a role model...respect a role model	RESPECT
D	There isn't a role model for me to see	SM	✗	There isn't a role model for me to see what good looks like [strategy]	Does not PROVIDE LEARNING OPPORTUNITY

	Second cycle <i>a posteriori</i> coding SHARED LEADERSHIP EXPERIENCES	Donor	Flow status	Underpinning Mechanisms <i>In vivo</i> coding	Third cycle <i>a posteriori</i> coding
A	Real experiences of working with people	HLPDT	✓	Real experience	ALIGNED EXPERIENCE
A	A wide range of people to learn from	HLPC	✓	Different dynamics Different experience Do things differently	PROVIDES DIVERSITY
A	You've got to have external influences	PN	✓	External influences	PROVIDES DIVERSITY
B	Think and listen to others	HLPC	✓	Listen to others	PROVIDES DIVERSITY
C	I can look at best practice	PN	✓	For new ideas...a different perspective	PROVIDES DIVERSITY
F	It's very useful to see ... what other people have implemented	HLPC	✓	See different insights and different ways people do things...other companies...Useful to see what other people have ...gained	PROVIDES DIVERSITY
C	<i>General comment</i> It's good to meet every now and then...a learning set sort of approach	HLPC	✓	What's gone well, what hasn't...a learning set sort of approach	PROVIDES DIVERSITY
D	<i>General comment</i> What have we learned	HLPC	✓	What are we doing differently	PROVIDES DIVERSITY

Appendices

A	She hadn't really got any [relevant experience]	HLPC	x	She hadn't really got any [relevant experience]...I'd get hived off with her and I would think that I really want to be talking with them	Absence of ALIGNED CHALLENGE
B	I'd really like it if they were all MDs and chief execs	HLPC	x	Where they could influence...whereas they're in a position where they can't do too much of the strategy	Absence of ALIGNED CHALLENGE

APPENDIX 3.8: CASE DATABASE



APPENDIX 3.9: REQUEST FOR ETHICAL APPROVAL



**Request for Ethical Approval for Individual Study / Programme of Research
by University Students**

Please complete this form and return it to your Independent Studies Supervisor or Co-ordinator as advised by local guidance. Feedback on your application will be via your Independent Studies Supervisor or Co-ordinator

1. Your Name:	Jane Brockliss	
	2. Programme name and code EdD, PX3AA	
3. Contact Info	Email: jane.brockliss@awberymangement.co.uk Tel No. 07904 121528 Address: 45 Burton Rd, Repton, DE65 6FN	
4. Module name and code	8EU007 Independent Studies	
5. Name of project supervisor (Director of Studies) not yet allocated (Val Poultney)		
6. Title or topic area of proposed study		
An exploration of learning transfer from vocational leadership development programmes to the workplace.		
7. What is the aim and objectives of your study?		
To improve the understanding of learning transfer from leadership development programmes to the workplace in order to identify and better understand the most important enablers and inhibitors. Thereby, signposting the development of more effective teaching, learning and assessment strategies. Specific objectives are to: Understand the roles played in learning transfer by the learning stakeholders (programme participant, line manager, peers, subordinates, HR/organisation, family, training provider etc); Explore how the relative importance of these roles may change over time;		

Make recommendations for improving professional practice in relation to learning transfer from leadership development programmes to the workplace.

8. Brief review of relevant literature and rationale for study (attach on a separate sheet references of approximately 6 key publications, it is not necessary to attach copies of the publications)

The Government has recently highlighted the importance of leadership capability to the country's economic competitiveness (UK Department for Business, Innovation and Skills 2012). However, the responsibility to develop this capability is firmly placed with employers. The question, then, is how to persuade employers to invest more in leadership development. Problems in the measurement of inputs (quantifying training interventions), outputs (choice of performance measures) and causality make determining the return on an employer's investment elusive. The consequent 'selling' of leadership development as a necessary act of faith is undermined by a body of inconclusive evidence surrounding its value, including the still regularly cited statistic of a learning transfer rate of 10%.

Baldwin and Ford's (1988) framework for learning transfer (training inputs, training outputs and conditions of transfer) has been the cornerstone of most subsequent work. A number of quantitative studies have resulted in the proof and extension of more detailed learning transfer models. Originally, these models were dominated by the psychology school and focused on the individual eg Colquitt and LePine (2000). However, more recent models, emerging from the HR school, have placed greater emphasis on the transfer environment eg Kirwan and Birchall (2006). Whereas these models are of interest to the practitioner in terms of their constituent parts and strength of relationships, they offer little guidance as to how these relationships work, the relative importance of the learning stakeholders and, thereby, how learning transfer can be improved.

Studies looking specifically at the transfer environment have often yielded contradictory results. For example, the line manager's role has been found highly significant by Scaduto, Lindsay and Chiaburu (2008) but of less than expected significance by Devos et al (2007). Explanations for these inconsistencies are numerous and include: feedback on the trainee's attempt to transfer learning is more important than the source of feedback (Van den Bossche, Segers and Jansen 2010); the proximal influence of the co-worker is stronger than the more distal influence of the line manager (Chiaburu 2010); the unconscious norms surrounding a trainee are more significant than any planned attempts to support transfer (Gilpin-Jackson and Bushe 2007). Methodological design may also be an issue. Whereas, several studies record learning transfer as deteriorating over time, Vermeulen and Admiraal (2009) maintain learning and learning transfer continues in the workplace.

The extant research can therefore be summarised as containing “numerous, sometimes inconsistent findings that can make it difficult for organisations to pinpoint exactly which factors are most critical for training transfer” (Grossman and Salas 2011 p117).

Although the literature review is far from complete, the following gaps are emerging:

- Qualitative studies which explore the learning transfer relationships;
- Qualitative studies which explore the roles of the learning stakeholders in learning transfer;
- ‘Far’ transfer studies relevant to the more complex and context applied learning resulting from leadership development;
- Longitudinal studies which explore the role of the transfer environment over time.

The rationale of this research study is to develop a more in depth understanding of the factors which will support or inhibit learning transfer; in particular, the roles of the learning stakeholders. Thereby, allowing practitioners to improve the design of leadership development programmes and/or support mechanisms in the learning transfer environment. The outcome is to provide assurance to the employer in terms of proactively managing a return on investment rather than to ‘sell’ an act of faith or a dubious absolute return on investment measure.

9. Outline of study design and methods

Research Approach

Given the research is to be based in the researcher’s own praxis, a pragmatist stance seems appropriate – uncommitted to any one philosophy but with method and technique chosen to best meet needs and purposes (Cresswell 2009). The need to develop deeper and, therefore, new understanding requires an inductive approach.

Research Strategy

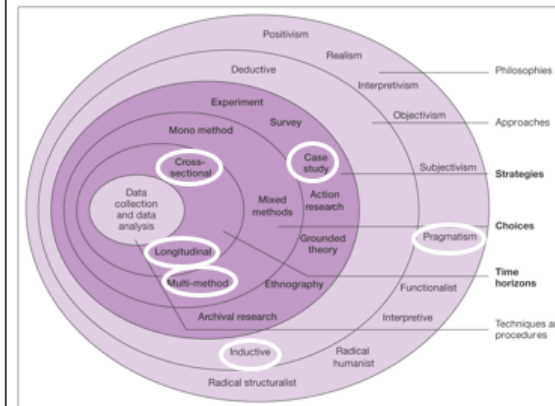
The researcher’s experience in leadership and management development rules out grounded theory by the requirement for the researcher to enter the process with no pre-conceived concepts of the relationships to be explored. Action learning, with the creation and refining of the learning transfer process over a series of leadership development initiatives, is a more attractive strategy. Unfortunately, the length of the observe/reflect/act/ evaluate/ modify cycle for this particular research subject makes action learning inappropriate.

Greater illumination is likely to be achieved by a series of in-depth case studies. Yin (2009 p18) provides a useful definition which explains the attractiveness of the case study approach in this instance. “A case study is an empirical enquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between the phenomenon and context are not

clearly evident”. A potential perceived lack of rigour is compensated by advantages of providing practical knowledge and the potential to generate novel theory.

Longitudinal case studies will be made on six managers participating in the researcher’s company’s leadership development programmes. Purposive sampling will be adopted to ensure a cross section of managers giving the potential to explore influences such as seniority and gender. Results will be triangulated by multi method cross sectional research across learning stakeholder groups.

The research strategy is illustrated using Saunders, Lewis and Thornhill’s (2006) research onion, below.



Research Method

Semi structured face to face interviews will be conducted with each of the six participants. Data collection will occur at three points in time over a twelve month period following a programme to explore longer term learning transfer. For the first interview, questions will be derived from the literature review. Questions will be open and their order unrestricted to facilitate the collection of undirected responses and allow detailed discussion of areas pertinent to the participant. However, a ‘checklist’ will be used to ensure themes and ambiguities within the literature are fully explored. Background information will also be collected to enable contextualisation of the case study. For subsequent interviews, questions will be determined by the data collected in the preceding interview(s) and, possibly, the results of survey data (see below).

Less certain at this stage is the data analysis method; how to bridge what Eisenhardt (2002 p17) describes as the "huge chasm often separate[ing] data from conclusion". Advantages and disadvantages of using theoretical propositions to guide analysis and of line by line coding are recognised. It is understood that data analysis methods will need to be determined before data collection commences.

Findings will be supported through:

- a) written questionnaire data from a larger anonymous sample (100+) managers participating on researcher's company's leadership development programmes. Open questions will be used to gather views on learning transfer. This will be a single point in time collection but will be useful in ascertaining whether the data arising from the case studies can be taken as representative of the management population. In addition, the data may provide further ideas to explore at the second interview stage with the case studies sample;
- b) focus group data. The findings from the six case studies and the larger population questionnaire will be explored via a series of focus groups involving learning transfer stakeholders such as line managers, HR managers and training practitioners. The focus groups will serve two purposes. Firstly, to triangulate the findings. Secondly, to develop ideas for improved learning transfer strategies.

Lincoln and Guba's (1985) rubric of trustworthiness criteria for qualitative research (credibility, transferability, dependability and confirmability) cited in Shah and Corley (2006) will be used to test the research design.

It is recognised that a qualitative approach alone may weaken the support for new insights/theory and present a lost opportunity. However, the undertaking of a quantitative study after the longitudinal study is prohibitive in terms of research time available.

10. Research Ethics

PROPOSALS INVOLVING HUMAN PARTICIPANTS MUST ADDRESS QUESTIONS 10 - 14.

Does the proposed study entail ethical considerations Yes / No (please circle as appropriate)

If 'No' provide a statement below to support this position.
If 'Yes' move on to Question 11.

11. Ethical Considerations: Please indicate how you intend to address each of the following in your study. Points a - i relate particularly to projects involving human participants.

Guidance to completing this section of the form is provided at the end of the document.

a. Consent

A Research Participant Information Sheet will be sent to prospective case study research participants to ensure that the decision to take part is made without pressure and with the information necessary to give informed consent. Please see attached.

The questionnaire data will be collected as part of the company's standard programme feedback. Participants will be made aware as to which part of the feedback relates to the research project. As with the programme feedback in general, participation is encouraged but voluntary. Please see attached.

Focus group participants will also receive a Research Participant Information Sheet. Please see attached.

b. Deception

It is considered that better quality data will be collected by participants being fully aware of the research and its objectives. Therefore, at no stage will data be collected covertly.

c. Debriefing

Case study research participants will receive a copy of their interview for confirmation of its inclusion within the research. Both case study participants and focus group participants will be offered access to the consolidated research results.

d. Withdrawal from the investigation

Case study participants will be able to withdraw from the project at any time up until presentation of the dissertation. Questionnaire and focus group participants will be advised that the data collection method prohibits the later removal of data. Please see Case Study Research Participant Information Sheet, Questionnaire Statement and Focus Group Participant Information Sheet.

e. Confidentiality

The write-up of the case studies will use non-real names to ensure that the research participants' and their employer's anonymity is maintained.

f. Protection of participants
 As a practitioner researcher, researching her company's own participants, it will be important to establish a clear boundary between professional and research activity. The researcher's responsibilities within the company are predominantly managerial. Her limited involvement in training delivery and assessment (and therefore in the direct professional contact with participants) is in the field of strategic and business planning which falls outside of standard 'soft skill' definitions of leadership development. The researcher's participants will therefore not qualify as part of the potential research sample.

The names of case study participants will not be shared with the relevant trainers/assessors.

There is a possibility that an employer, knowing their employee is participating in the research project, will take an extra interest in the employee's learning transfer. Although such an intervention is not desirable, it is considered that the impact on the research participant will be positive rather than negative.

g. Observation research [complete if applicable]
 N/A

h. Giving advice
 Potential case study research participants will be signposted to a nominated manager in their organisation who has given approval for the research participant to be approached; questionnaire recipients will be signposted to their programme delivery team; focus group participants will be signposted to the researcher's own company Managing Director.

i. Research undertaken in public places [complete if applicable]
 N/A

j. Data protection
 The research project will comply with the Data Protection Act and the University's Good Scientific practice. Research data will be kept securely by the researcher, password protected on her laptop and backed up on her home computer. Data will not be disclosed to the participants' organisations and/or shared with a third party. Should the data analysis

methodology, once determined, include use of an independent coder, the Participant Information Sheet will be amended appropriately.

k. Animal Rights [complete if applicable]
 N/A

l. Environmental protection [complete if applicable]
 N/A

12. Sample: Please provide a detailed description of the study sample, covering selection, number, age, and if appropriate, inclusion and exclusion criteria.

The case study sample will be taken from programme participants attending the researcher's company's leadership development programmes. The sample will be purposive to ensure a cross section of management seniority, gender and type of programme attended. There will be an element of convenience sampling in terms of research participant location. It is anticipated that six case studies on individual participants will be developed.

The larger questionnaire will be distributed to all participants attending the researcher company's leadership development programmes over a 12 month period. The researcher has no control over the socio-demographics of participants attending programmes.

Focus group members will be selected for their stakeholder experience in learning transfer. Sampling will be purposive to achieve a cross section. It is recognised that the sample population is restricted to the researcher's social network and therefore may not be representative.

13. Are payments or rewards/incentives going to be made to the participants? If so, please give details below.

No payments or rewards/incentives are going to be made to research participants or their sponsoring organisations.

14. What study materials will you use? (Please give full details here of validated scales, bespoke questionnaires, interview schedules, focus group schedules etc and attach all materials to the application)

Questions will be developed from the literature to facilitate semi structured interviews and focus group discussions. A subset of these questions will be used in the larger sample questionnaire. These questions are currently under development; however, an example of indicative areas of questioning is attached.

The write-up of the case studies will use non-real names to ensure that the research participants' and their employer's anonymity is maintained.

f. Protection of participants
 As a practitioner researcher, researching her company's own participants, it will be important to establish a clear boundary between professional and research activity. The researcher's responsibilities within the company are predominantly managerial. Her limited involvement in training delivery and assessment (and therefore in the direct professional contact with participants) is in the field of strategic and business planning which falls outside of standard 'soft skill' definitions of leadership development. The researcher's participants will therefore not qualify as part of the potential research sample.

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There is a possibility that an employer, knowing their employee is participating in the research project, will take an extra interest in the employee's learning transfer. Although such an intervention is not desirable, it is considered that the impact on the research participant will be positive rather than negative.

g. Observation research [complete if applicable]
 N/A

h. Giving advice
 Potential case study research participants will be signposted to a nominated manager in their organisation who has given approval for the research participant to be approached; questionnaire recipients will be signposted to their programme delivery team; focus group participants will be signposted to the researcher's own company Managing Director.

i. Research undertaken in public places [complete if applicable]
 N/A

j. Data protection
 The research project will comply with the Data Protection Act and the University's Good Scientific practice. Research data will be kept securely by the researcher, password protected on her laptop and backed up on her home computer. Data will not be disclosed to the participants' organisations and/or shared with a third party. Should the data analysis

methodology, once determined, include use of an independent coder, the Participant Information Sheet will be amended appropriately.

k. Animal Rights [complete if applicable]
 N/A

l. Environmental protection [complete if applicable]
 N/A

12. Sample: Please provide a detailed description of the study sample, covering selection, number, age, and if appropriate, inclusion and exclusion criteria.

The case study sample will be taken from programme participants attending the researcher's company's leadership development programmes. The sample will be purposive to ensure a cross section of management seniority, gender and type of programme attended. There will be an element of convenience sampling in terms of research participant location. It is anticipated that six case studies on individual participants will be developed.

The larger questionnaire will be distributed to all participants attending the researcher company's leadership development programmes over a 12 month period. The researcher has no control over the socio-demographics of participants attending programmes.

Focus group members will be selected for their stakeholder experience in learning transfer. Sampling will be purposive to achieve a cross section. It is recognised that the sample population is restricted to the researcher's social network and therefore may not be representative.

13. Are payments or rewards/incentives going to be made to the participants? If so, please give details below.

No payments or rewards/incentives are going to be made to research participants or their sponsoring organisations.

14. What study materials will you use? (Please give full details here of validated scales, bespoke questionnaires, interview schedules, focus group schedules etc and attach all materials to the application)

Questions will be developed from the literature to facilitate semi structured interviews and focus group discussions. A subset of these questions will be used in the larger sample questionnaire. These questions are currently under development; however, an example of indicative areas of questioning is attached.

APPENDIX 3.10: RESEARCH STUDY PARTICIPANT CONSENT

APPENDIX 3.10A: REQUEST TO SPONSORING COMPANY FOR APPROVAL TO APPROACH THEIR PARTICIPANT

Dear

Improving learning transfer from leadership development programmes

[Opening greetings]

I am writing to ask for your support in a doctoral research project, sponsored by Awbery Management Centre, which is investigating how we can improve the return on our client's investment in leadership development.

The purpose of our research is to understand the factors which may support or inhibit the transfer of learning from a leadership development programme into the workplace. If we have a better understanding of these factors, we can improve the design of our programmes and/or work with clients to put the right support mechanisms in place to improve levels of learning transfer. Hence we can improve the value of a development programme to your employees and improve the return on your investment in learning and development.

The research is being conducted by Jane Brockliss, Awbery Management Centre's Operations Director who is using our current open Holistic Leadership Programme as a case study for her thesis as part of her Doctor of Education studies. She would like your approval for her to approach XXX to ask for their consideration in participating in her research through taking part in three interviews over a nine month period. A Research Participant Information Sheet is provided below*, for information. XXX's involvement is completely voluntary.

If they agree, their insights will be merged with those of other HLP research participants to see what patterns emerge. Participants will have the opportunity to review their comments before inclusion in the study. The write-up of the case study will use non-real names to ensure that participants and their respective employer's anonymity is maintained.

Jane will share her findings with the companies of research participants. However, she is required by the Code of Ethics attached to her Doctoral Programme to advise you of the following: she cannot discuss comments made by individual research participants; the case study

is a research project and not consultancy; the data ownership, intellectual property rights and permission to publish belong with her.

If you are willing for Jane to approach XXX please would you email your approval to jane.brockliss@awberymanagement.co.uk by 31st October 2014. If you would like any more information, please give Jane a call on 01283 707806. She is always delighted to discuss her research topic!

[Closing regards]

*see Appendix 3.10B, below

APPENDIX 3.10B: RESEARCH PARTICIPANT INFORMATION SHEET AND CONSENT FORM

CASE STUDY RESEARCH PARTICIPANT INFORMATION SHEET

Improving Learning Transfer from Leadership Development Programmes

Researcher: Jane Brockliss

Email: jane.brockliss @awberymanagement.co.uk
Mobile: 07904 121528
Direct Dial: 01283 707806

Contact Address:
Awbery Management Centre
Management House
High St
Repton
Derby DE65 6GF

Research Supervisor: Neil Radford, University of Derby
Email: n.p.radford@derby.ac.uk
Direct Dial: 01332 591601

Introduction

Further to our discussion, you are being invited to take part in a research study into learning transfer sponsored by Awbery Management Centre. Participation in the study is entirely voluntary. Before you decide whether you wish to take part, it is important that you understand why the research is being undertaken and what it will involve. Please take time to read the following information. Please ask me if there is anything that is unclear or if you would like more information. You may like to discuss your participation with *company's nominated manager* who has given approval for me to approach you and fully understands the voluntary nature of your participation.

What is the purpose of the study?

The research will form part of my thesis for my Doctor of Education qualification. The qualification is designed to improve professional practice; in my case, to improve the quality of management and leadership development.

Some researchers put the level of learning transfer from a management or leadership development programme to the workplace as low as 10%. The purpose of this research is to understand the factors which may support or inhibitor the transfer. If we have a better understanding of these factors, we can improve the design of the programmes and/or encourage *the company* to put the right support mechanisms in place to improve levels of learning transfer. Hence we can improve the value of a development programme to you and improve the return on *the company's* investment in training.

Why have I been asked?

You have been asked because you are currently taking part in HLP. I have purposely chosen this programme as participants will have been encouraged to critically reflect on the nature of leadership in their workplace. Equally, the level at which they are operating within their organisation, potentially allows more autonomy to apply their learning and an ability to articulate their experiences of learning transfer.

What will be my involvement?

If you decide to take part, I will meet you in December. We will discuss the main areas of programme learning that you are hoping to transfer and who or what you believe may influence your success. I will send you the general areas of discussion beforehand so that you can start to think about your answers. I anticipate our meeting will last about 45 minutes.

I will then talk to you again in March/April and for a final time in August to establish your progress and whether the factors you thought may influence your success have actually done so. On these occasions, it may be that we talk by phone rather than meet in person. It does not matter for the research whether you are successful or only partially successful in transferring the programme learning. Either situation can provide a valuable insight into the transfer process.

Will our discussions be kept confidential?

Absolutely. This research project is bounded by the University of Derby's Code of Ethics and my professional body, the CMI's Code of Conduct. The insights you give will be merged with those from other participants to see what patterns emerge. At no time will you or *the company* be identified. What you say will not be discussed with anyone or passed back to the company.

I will also send you a digital recording of our conversations so that you have the opportunity to change anything you may have said.

What will happen to the results of the research?

If you like, I shall send you a summary of the research findings. The research findings will be included as part of my dissertation which, if I'm successful, will be available at the University's thesis archive. Research information will also be available on the Awbery Management Centre's website www.awberymanagement.co.uk.

What happens if I leave my organisation?

It is not a problem. It will still be interesting and of value to follow your learning transfer, even though it may be in a different organisation.

If I agree to take part, can I change my mind?

Yes. After you have read this information and asked any questions you may have, if you agree to take part, I will ask you to complete the attached Informed Consent Form. However, if at any time, before or during our discussions you wish to withdraw from the research project, please just contact me, you will not be asked to explain your reasons and your information will be excluded from the project. Please note that once the research data is analysed, it will not be possible to exclude your information.

Thank you for reading this Information Sheet

RESEARCH PARTICIPANT CONSENT FORM

Improving Learning Transfer from Leadership Development Programmes

Researcher: Jane Brockliss

If, after reading the Participant Information Sheet and asked any questions you may have, you are willing to take part in this research, please complete the Consent form below and send or email to Jane Brockliss (contact details are on the top of the Information Sheet).

- I confirm that I have read and understand the Learning Transfer Research Participant Information Sheet;
- I understand that my participation is voluntary and that I may withdraw from the research at any time without giving a reason;
- I agree to take part in the study.

Name of research participant

Date

Signature

APPENDIX 5.1: LEADERSHIP LEARNING TRANSLATION

Responses to open questions on leadership learning translation (Questionnaire data)				
Respondent	A	B	C	D
	What knowledge have you gained from HLP to date which you particularly want to translate into better leadership practice	What does this better leadership practice look like in terms of skills, behaviours and/or outcomes?	How long do you think it will take you to reach your desired level of proficiency in this respect?	What or who do you see as the key enablers or inhibitors of your endeavours?
1	Improving Emotional Intelligence	More motivational colleagues that follow me	12 months	Me, reflective practice and some more training
2	Behaviour – leadership styles –emotional intelligence. How to put these into practice	I have utilised these in my practice – mainly on reflection, looking at worked well and building on weakness	I don't feel there is an end date as I have learnt to utilise this skill at different times	Engaging other people in what I have learned
3	Consider reflection. Improve delegation	Allows for a more considered and balance approach	c 6 months	Line manager, management team
5	Delegation, active listening, reflection	Better working, liaison and working with teams. Clearly setting goals and interacting with the personnel under my control	12 – 18 months	Myself
6	Developing team to increase performance. Gaining the ability to identify challenges as either technical or adaptive challenge's	Initially taking and implementing reflective practices to determine correct action rather than trying to jump straight in	2 – 3 months	Line manager will prevent time required and necessary. He identifies himself as a leader but fails as a manager to motivate by increasing workload or changing direction set frequently
7	Build a high performing team within the xxx Department. Improve delegation process by me. Awareness of power within the business. Use Vroom in motivation. xxx team – 24hours do what they want!-autonomy	Revisit and reflect on skills, behaviours built within the course on a regular basis. Focus on the outcomes for my department	6 – 12 months	Enablers: use others to support goals that have been on the course Inhibitors: my time!! My workload!! Up to me to delegate
8	Improved delegation. Understanding of power and politics. The differences between management and leadership	Improved delegation of tasks	1 – 2 years	Line manager, team and support network (HR, mentor)

Appendices

9	Delegation in a smarter way. Improving leadership skills to benefit the company	Visionary. Creative thinking. Enthusiasm. Motivation. Coach. Inspire achievement	6 – 12 months	Key enabler = Line manager Key inhibitor = CEO
10	Understand the difference between management and leadership. What makes a high performing team and how to measure and monitor what makes a high performing team	Good question, I need to establish/review our teams to understand how I develop high performing teams quicker	6 – 12 months I think I should continuously focus on this subject	Myself
11	Consideration of model 1 and model 2 behaviour and consideration of my defensive routines together with those of others. I will implement reflective practice more often to become a more rounded leader/manager	I expect to have a better understanding of the behaviour of my employees. I also expect to develop the delegation of tasks with more structure and reflect on my actions to be more effective in my role	I expect this to take at least the next 6 – 12 months	Key enablers: Managing Director, Manufacturing supervisor Inhibitors: Workload, 'firefighting'. Expansion with limited resources

Source: Questionnaire data

APPENDIX 5.2: PROGRESS WITH LEADERSHIP LEARNING TRANSLATION

Research Participant	Learning translation intentions	Participant representative statement	Extenuating work environment
A	Reflective practice	I do that all the time [A2]	
	Motivation	I think about that everyday [A2]	
	Behaviour that can achieve buy in	I'm always checking my behaviour and how I am with people [A2]	
B	Strategic thinking	It's on the radar [B2]	
	Team performance	[Experiment in one part of the business]...Still on plan [B3]	
	Delegation	I am quite pleased with myself...Without a doubt [B3]	
	Reflection	I started putting time aside just to reflect and record but that has fizzled out [B1]	
	Emotional intelligence	A lot better [B2]	
C	Strategic thinking	I have been but without consciously thinking about it [C2]	Role in short term became more operationally focussed
	Communication	I'm definitely more considered and that's written communication and verbal communication [C3]	
	Influencing	It has improved a lot...taking the time to consider my impact [C2]	Promotion
	Reflection	I wish I could reflect more [C2]	
D	Alliance building at the right level		Moved to new role without subordinates
	Delegation		
	Communication	Definitely communication skills with my team...with external clients...line manager in the right level of detail	Moved again to another new role which has potential for leadership learning translation
E	Encouraging people to perform	I think that I have changed my attitude, the way I approach people on a daily basis [E2]	Promotion and redefined roll
F	Judgement and decision making	It sort of becomes part of the daily routine...by thinking about it after the event...in terms of the reactions you get [F3]	Promotion
	Delegation	That's moving forward...becoming part of what I do naturally [F3]	

	Strategy	It's the empowerment...and the delegation that's allowed me to have the time, not as much as I'd like...to actually reflect...more time to formulate strategy [F3]	
	Mentoring	The skill sets...they've started to step up [F3]	
G	Team performance	The monkey delegator...I acknowledge it...it's allowing me to performance manage...I'm quite pleased about that [G3]	Seconded to special project without subordinates
	Change management	I'm looking for other people to push me when I just need to pull and do it myself [G3]	
I	Delegation	Delegation still isn't working very well [I2]	
	Emotional intelligence	Just captured and opened my mind...this dealing with people in a different way is massive [I2]...If I don't change I will fail...End of [I3]	
J	Reflection	It has helped me change my thought process...If I didn't travel as much I probably wouldn't have the time [J2]...Even based in [new role location]...I can feel the difference [J3]	Promotion
	Delegation	I have changed my delegation methods...I need to widen it...to evolve more [J2]	
	Team creative performance management	It is just starting to come together, it is in its infancy but yes the real measures are there [J3]	

Source: Interview data first cycle *in vivo* coding

APPENDIX 5.3: EXPECTATION OF SOCIAL NETWORK ACTOR IMPACT ON HLP LEARNING TRANSLATION

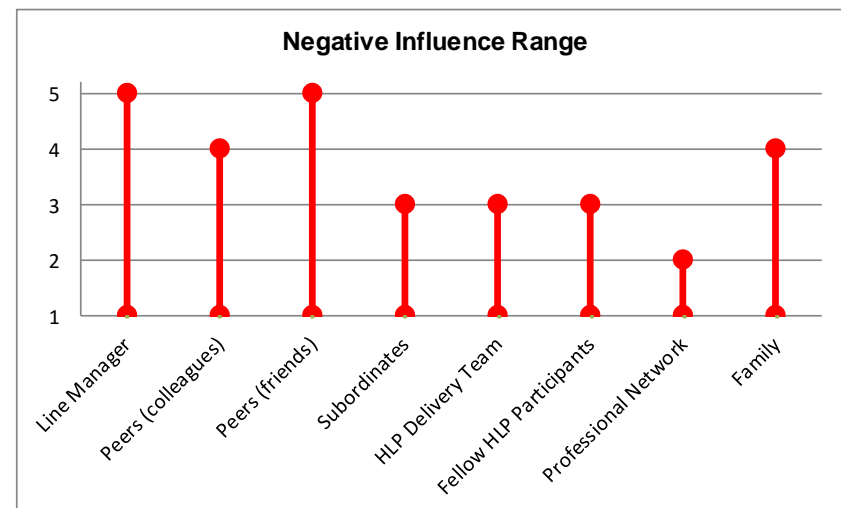
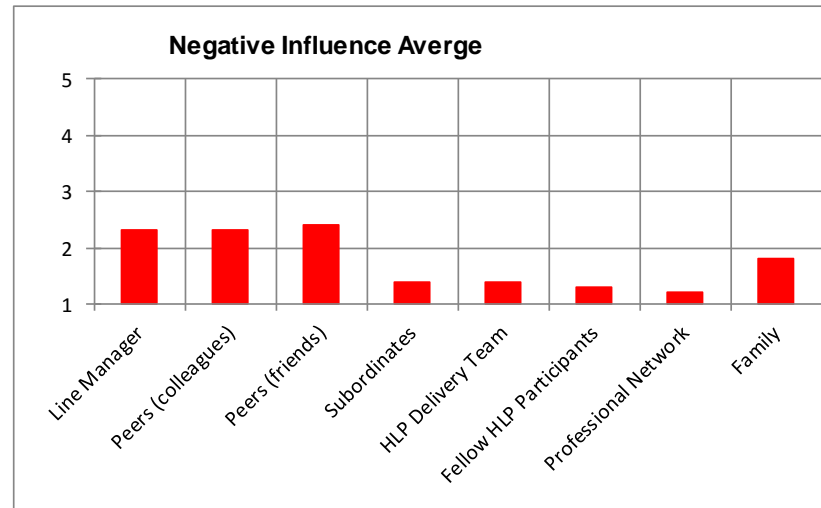
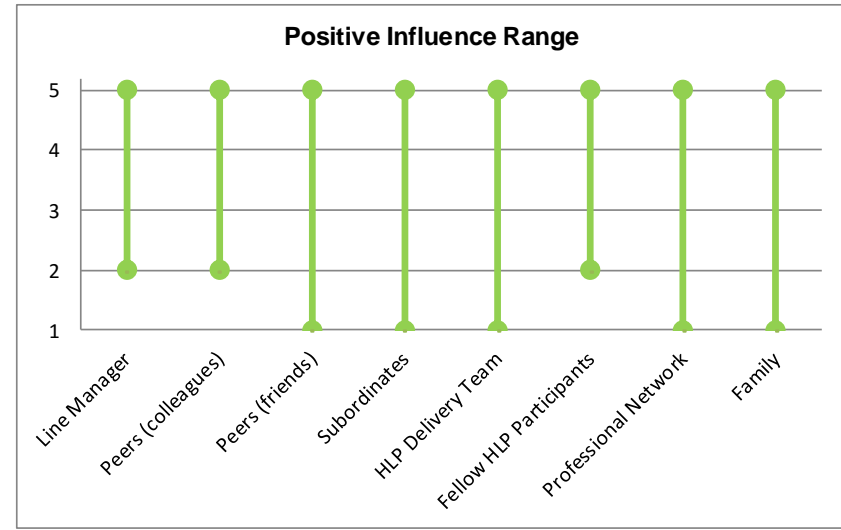
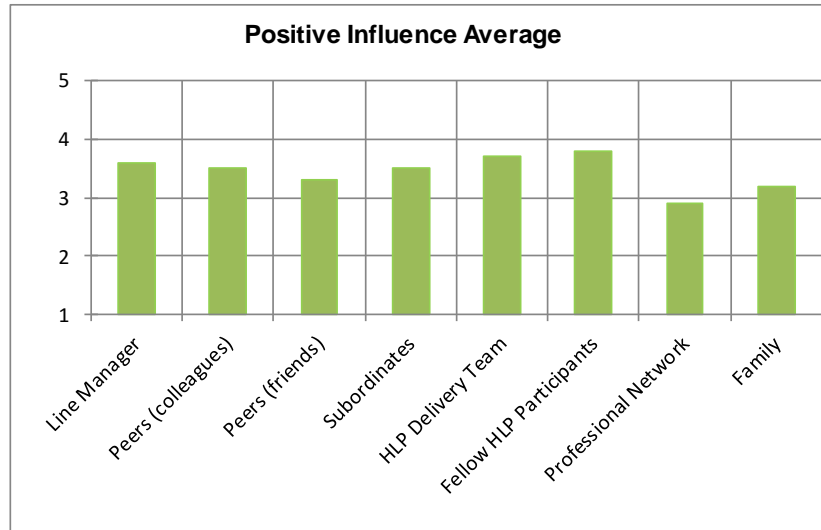
CURRENT POSITIVE IMPACT ON KNOWLEDGE TRANSFER	None					Explanation of highest positive influence rating
	1	2	3	4	5	
Your peers at work who you consider to be friends as well as professional colleagues	6	2	1 3 7	8 9 10 11	5	5. The aims I have highlighted are dependent on this group of people directly 8. Common knowledge, understanding of its importance and likelihood to share knowledge gained
Your HLP Delivery Team	6		1 5 7	3 8 10	2 9 11	2.They have been supportive 3. Change and reflection has improved decision making 8. Common knowledge, understanding of its importance and likelihood to share knowledge gained 9. I am empowered by these groups to translate the knowledge gained from HLP into improved leadership performance 11. The HLP team have been critical to give the knowledge to pass on. The contributions from other HLP participants has given me practical solutions to implement course structure
Your family	5 6		1 3 9 10	7 8 11	2	2. They have been supportive 7. Time/workload 8. Common knowledge, understanding of its importance and likelihood to share knowledge gained
Your line manager		10	1 5 6 8	3 7 11	2 9	2. They have been supportive 3. Change and reflection has improved decision making 7. Time/workload 9. I am empowered by these groups to translate the knowledge gained from HLP into improved leadership performance
Your fellow HLP participants		1	5 6 7	3 8 10	2 9 11	2. They have been supportive 3. Change and reflection has improved decision making 8. Common knowledge, understanding of its importance and likelihood to share knowledge gained 9. I am empowered by these groups to translate the knowledge gained from HLP into improved leadership performance 11. The HLP team have been critical to give the knowledge to pass on. The contributions from other HLP participants has given me practical solutions to implement course structure
Your peers at work with whom you interact on a professional basis		2 7	1 8 10	3 5 11	6 9	3. Change and reflection has improved decision making 6. Ability to discuss thinking and help implementation 9. I am empowered by these groups to translate the knowledge gained from HLP into improved leadership performance
Your subordinates	7	2	3 8	1 5 10 11	6 9	1. Frequency of contact 9. I am empowered by these groups to translate the knowledge gained from HLP into improved leadership performance
Your professional network ie professionals outside of your organisation	7 8	1 5	2 3	10 11	6 9	9. I am empowered by these groups to translate the knowledge gained from HLP into improved leadership performance

CURRENT NEGATIVE IMPACT ON KNOWLEDGE TRANSFER	None					Explanation of highest negative influence rating*
	1	2	3	4	5	
Your peers at work who you consider to be friends as well as professional colleagues	6 8 11	3 5 9	7 10	1	2	1. Short term difficulties have made the organisation's focus on other things difficult 2. They don't understand why I am [changing?]the process- they also seem a little threatened by me doing the course
Your HLP Delivery Team	1 2 6 8 9 10 11	3 5	7			
Your family	1 2 6 8 9 11	5	3 10	7		3. Impact on time to work on project 7. Time/workload
Your line manager	1 2 8 9	3 5		7	6 10	7. Time/workload 10. Vision/leadership of my line manager
Your fellow HLP participants	1 2 5 6 8 9 10 11	3	7			
Your peers at work with whom you interact on a professional basis	6 8 11	3 5 7 9		1 2 10		1. Short term difficulties have made the organisation's focus on other things difficult
Your subordinates	1 2 6 7 8 9 11	3 5	10			
Your professional network ie professionals outside of your organisation	1 2 5 6 7 8 9 11	3 10				

*[Respondents 5, 6, 8 and 1: No response to this question]

Source: Questionnaire data

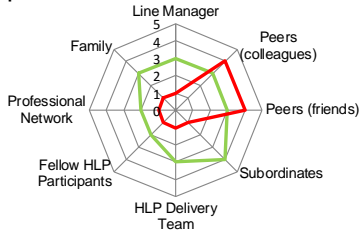
APPENDIX 5.4: ALTERNATIVE GRAPHICAL FORMAT OF EXPECTED SOCIAL NETWORK INFLUENCE



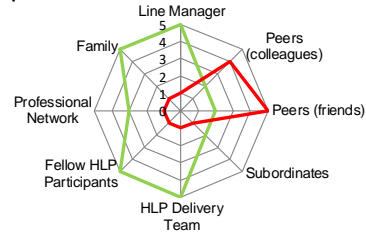
Source: Questionnaire data

APPENDIX 5.5: INDIVIDUAL POSITIVE AND NEGATIVE EXPECTED IMPACT ON LEARNING TRANSLATION

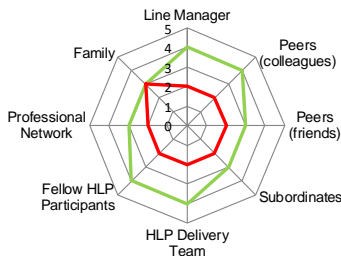
Respondent 1



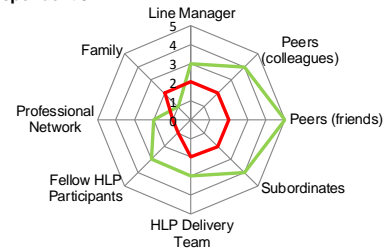
Respondent 2



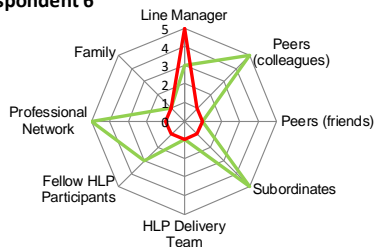
Respondent 3



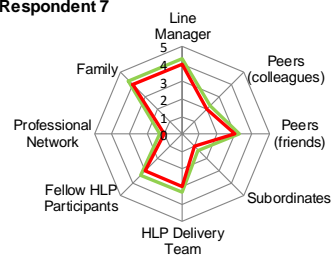
Respondent 5



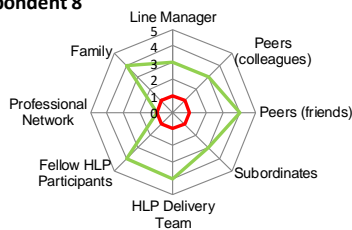
Respondent 6



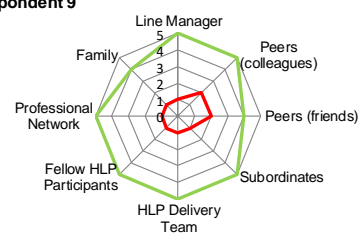
Respondent 7



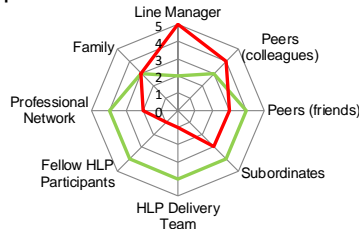
Respondent 8



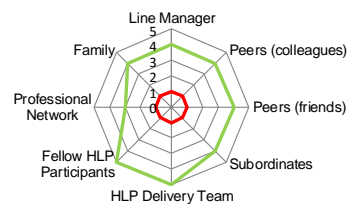
Respondent 9



Respondent 10



Respondent 11



Key
— Positive impact
— Negative impact

Source: Questionnaire data

APPENDIX 5.6B: PARTICIPANT PERCEPTIONS OF SOCIAL NETWORK ACTORS ENABLING OR INHIBITING ACTIVITY ARRANGED BY SENIORITY/AGE

Research Participant		Line manager	Peer	Subordinate	Senior management	Programme delivery team	Programme cohort	Professional network	Family	Self (researcher subjective)
Less senior	D	X	X	●	● X ●				●	
	E	● X ●			● ●	●	●		●	
	F	● ● ●	●	● ●	● ● ●	●	●		●	●
More senior	A	● X	● ●	●	● ●	●	● X	●		●
	B	● ● ●		●		●	● X	●	●	●
	C	● X	●	● ●	● ●	●		●	●	●
	G	● X	● ●		● ●	●	●			
	I	●		●				●		
	J	X ●	● ●	● ●		●				●

Key

- Social network actor discussed as enabler
- Social network actor discussed as inhibitor
- X Social network actor discussed as potential enabler but assistance or specific form of assistance is missing

Source: First cycle *in vivo* coding

APPENDIX 5.6C: PARTICIPANT PERCEPTIONS OF SOCIAL NETWORK ACTORS ENABLING OR INHIBITING ACTIVITY ARRANGED BY ROLE OF SELF

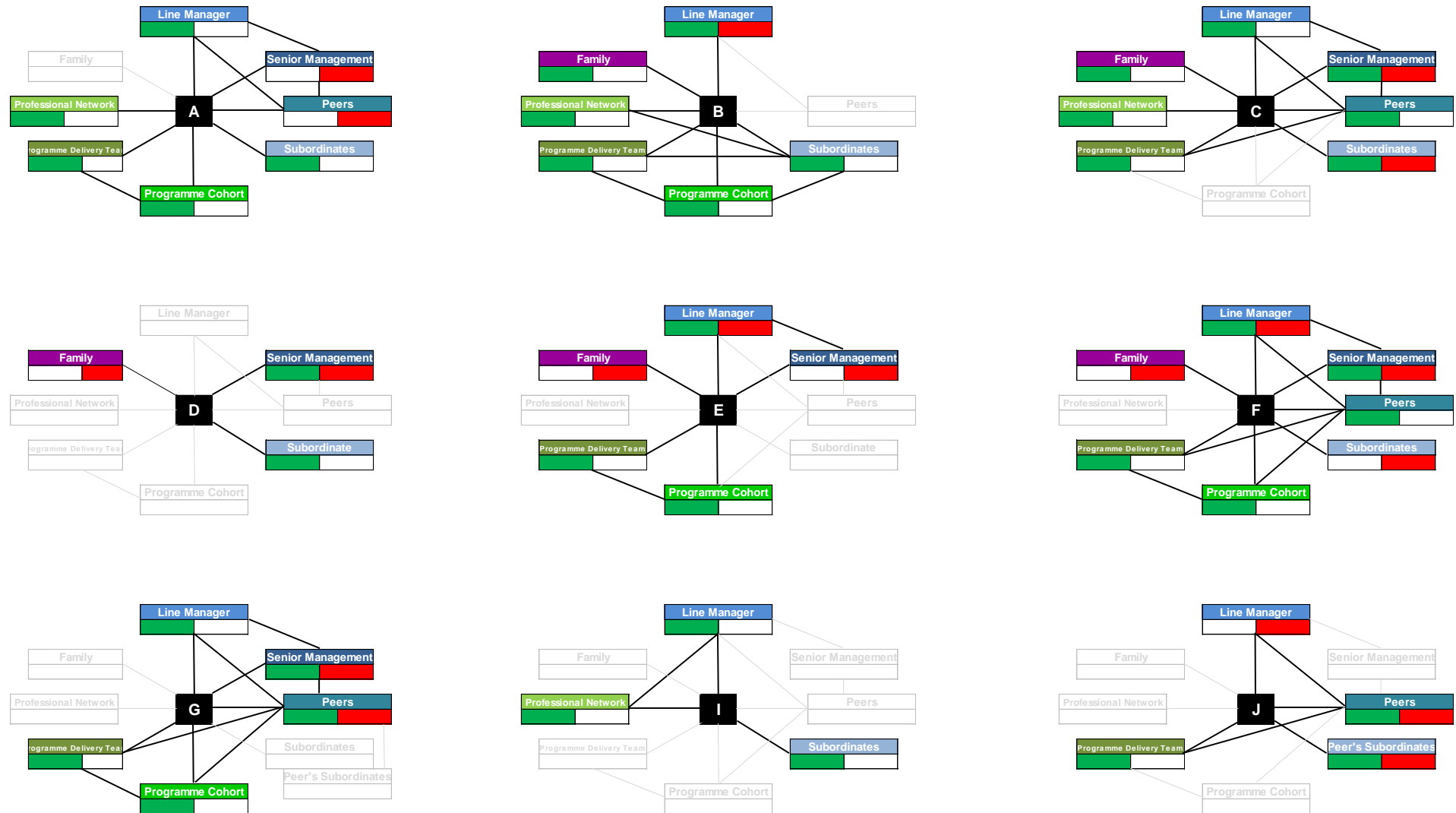
Research Participant		Line manager	Peer	Subordinate	Senior management	Programme delivery team	Programme cohort	Professional network	Family	Self (researcher subjective)
Displayed greater proactivity	A	● X	● ●	●	● ●	●	● X	●		●
	B	● ●	●	●		●	● X	●	●	●
	C	● X	●	● ●	● ●	●		●	●	●
	F	● ●	●	● ●	● ●	●	●		●	●
	J	● X	● ●	● ●		●				●
Displayed lesser proactivity	D	● X	● X	●	● X ●				●	
	E	● X ●			● ●	●	●		●	
	G	● X	● ●		● ●	●	●			
	I	●		●				●		

Key

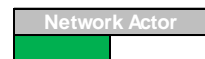
- Social network actor discussed as enabler
- Social network actor discussed as inhibitor
- X Social network actor discussed as potential enabler but assistance or specific form of assistance is missing

Source: First cycle *in vivo* coding

APPENDIX 5.7: INDIVIDUAL SOCIOGRAMS SHOWING STRUCTURAL EMBEDDED CAPITAL



Key



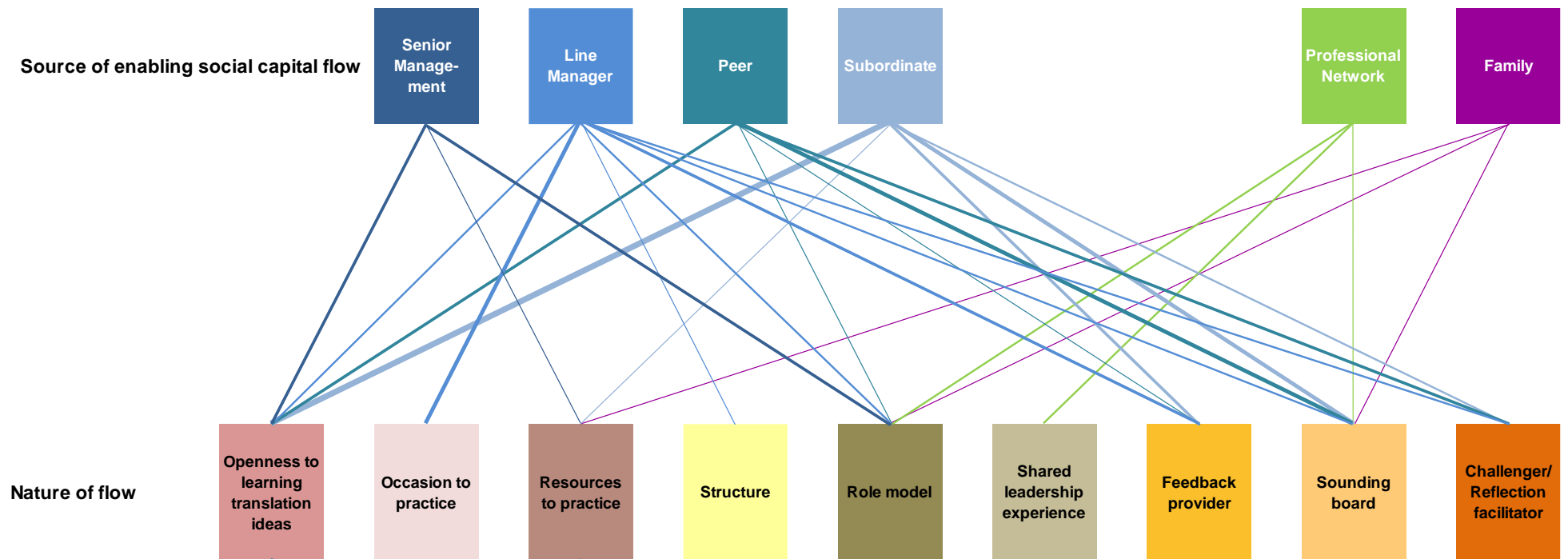
Actor perceived as enabler in learning translation



Actor perceived as inhibitor in learning translation

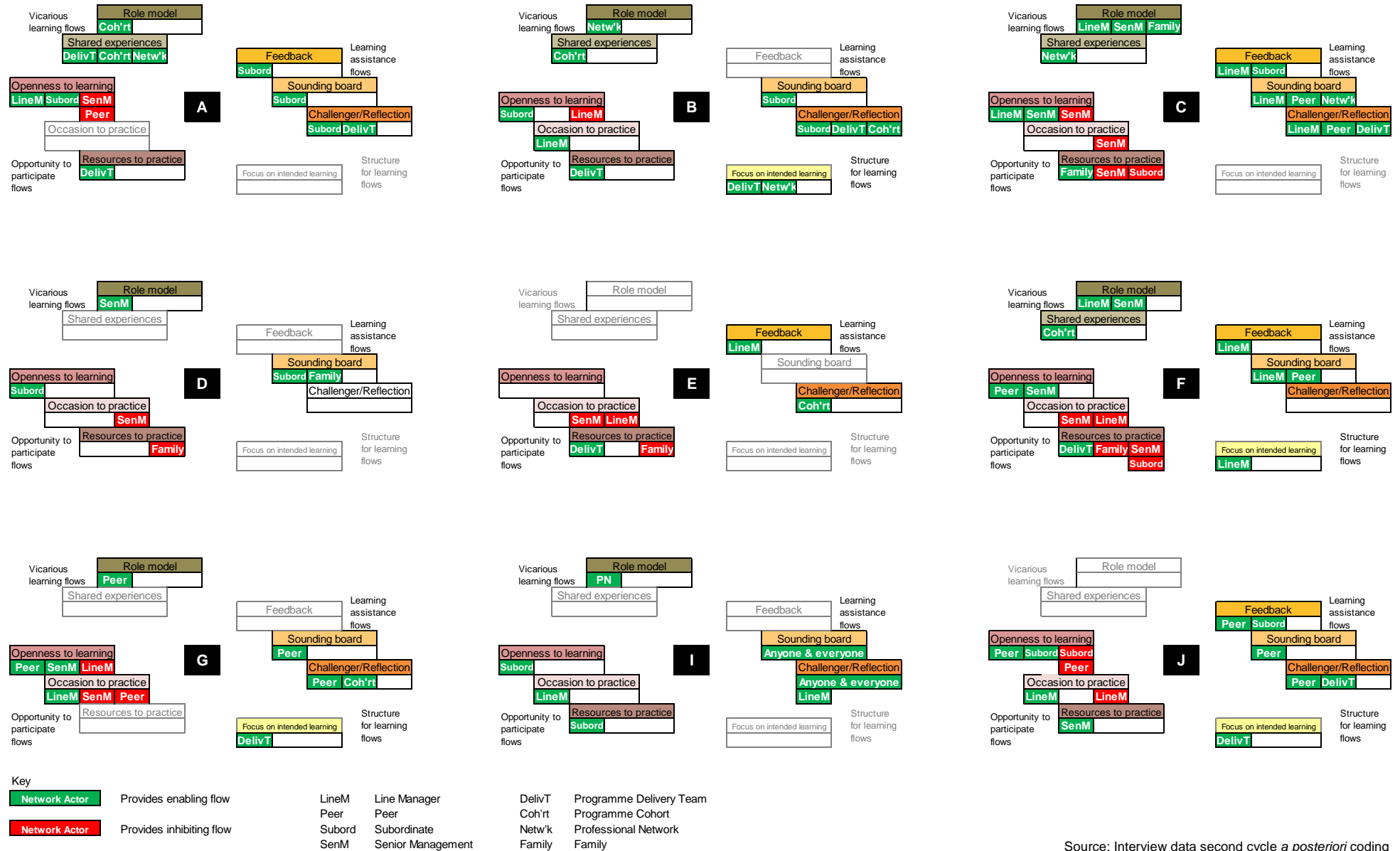
Source: Interview data first cycle *in vivo* coding

APPENDIX 5.8: COHORT ENABLING SOCIAL CAPITAL FLOWS MAPPED TO SOURCE WITH CASE PROGRAMME FLOWS REMOVED I.E. POST PROGRAMME COMPLETION



Source: Second cycle *a posteriori* interview coding

APPENDIX 5.9: INDIVIDUAL RELATIONAL EMBEDDED SOCIAL CAPITAL PROFILES



Source: Interview data second cycle *a posteriori* coding