

Master Thesis

**Insight on the personal interpretative framework and following actions of leaders in
educational innovation of higher education by the use of feedback**

Nathalie Rikkers (6276865)

Utrecht University

Supervisor: Frans Prins

Second assessor: Barbara Flunger

Master Educational Sciences

Date: 10-6-2019

Wordcount: 7989

Abstract

Over the last years, leadership development has become an important topic for leaders in educational innovation. Often it is found that innovations fail to success. One of the possible causes could be the personal interpretative framework. Since limited research is done towards leadership development, this study made a focus on the different personal interpretative frames and how a designed 360-degree methodology can influence this. This case-study oriented research is performed through (1) five in-depth interviews to discover the different interpretation frames, (2) a developed 360-degree feedback methodology, to discover behavior of innovation leaders, and (3) five in-depth interviews to discuss the effects of the methodology to see if insight in the underlying personal interpretation framework is acquired. This study shows that leaders in innovation of higher education apply several personal interpretative frames such as loyalty, choosing battles, and high responsibility. Especially the frame of realism and collaboration are strongly present for leaders. This led to a typification of leaders who are focused on relations and leaders who are focused on tasks in educational innovation. Furthermore, this study shows that the use of 360-degree feedback led to confirmation, emphasized differences, and brought new insights in applied frames.

Keywords: educational innovation, transformational leadership, personal interpretative framework, reflection, feedback

Introduction

Many educational innovations happen to be unsuccessful (Abrami, Poulsen & Chambri, 2004). Research showed that leadership in schools is important for success in educational innovation (Bryk et al., 2010). For leaders, there is a defined challenge to take the organization into change, by performing planned interventions, which eventually lead to better functioning of the organization (Lippit, Watson, & Westley, 1958; Battilana et al., 2010). Thus, it is found that educational innovation is a real challenge for leaders, this also appears in practical situations in which it is found that innovation is hard (Coppoolse, 2018). The finding that leaders have difficulties with innovations can be caused by the personal interpretation frames of leaders themselves. A personal interpretative framework refers to the set of cognitions, the beliefs, and beliefs that direct the actions (Kelchtermans, 2005). Not knowing your personal interpretative frames may lead to constraints such as effects on motivation, low-self-esteem and task perception (Kelchtermans, 2005). For this reason, a focus will be made towards the frame of interpretations of leaders. In this study, this will be done through a theoretical deepening with the concepts of educational innovation, leadership, transformational leaders, leadership development, reflection, and feedback.

In research, it is found that leadership development is critical if schools want to create the best imaginable results for students and other stakeholders (Pearce, 2007). However, limited information is written about the way of acquiring insight into leadership development. For leaders it is important to know what interpretative frames and actions are used in innovations to seek for improvements, so they can be adjusted and performances can be increased into a higher level (Harris & Kuhnert, 2007). Especially in higher education,

theoretical backing is missing. Kelchtermans (2009) described in his study that more research is needed for conceptually and methodologically reasons. Understanding what kind of personal interpretative frames are used and how feedback can give insight in these frames in educational innovation is important to gain more insight into optimizing educational innovation, what can lead to better implementation of innovation in practical situations. For this reason, this study aims to create insight into the personal interpretative frames and following actions of leaders in educational settings by the use of feedback.

Innovation in educational settings

Educational innovation can be characterized broadly. There can be a range in straightforward improvements to relatively complex changes (Hargreaves, Lieberman, Fullan & Hopkins, 2001). Over the past decades, education has been going through a continuous process of reform to increase school effectiveness and improvement (Hargreaves et al., 2001). Waslander (2007) described that educational innovation is about activities that together form a concept or an idea, the practical translation and the actual execution. It implies a problem as well as the solution for that problem and therefore creates added value for the future. In innovation people's new behavior is embedded in the daily routine. In contrast to other definitions (Hopkins, 2007; Lagerweij, 1987), the definition of Waslander (2007) mentions the implementation of new behavior. For this reason, Waslander's definition will be maintained throughout the research.

Leadership in educational innovation

As mentioned, leadership is needed in educational change (Bryk et al., 2010). Degenhardt & Duignan (2010) supports this finding and found that leaders in schools need to

anticipate on the struggle of creating stability while seeking for acknowledgment and responding to needs for innovation. The concept of leadership is placed as a center of informing principles, communicating (future) goals and visions, and motivating employees. As a result, it is assumed that leadership can impact action processes (Crevani, Lindgren & Packendorff, 2010). Kruse (2013, p.3) described leadership as the following: ‘Leadership is a process of social influence, which maximizes the effort of others, towards the achievement of a goal’.

Leadership knows a lot of leadership styles. Research towards these styles focusses on the behavior of leaders (Boonstra, Muijen & Tour, 2011). It is found that transformational leaders generate an environment into innovation and creativity (Jung, 2001), and is therefore interesting for educational settings. Research about transformational leadership in educational settings found that it consists of three dimensions: initiating and identifying a vision, providing individualized support, and providing intellectual stimulation (Geijsel, Sleegers, Stoel & Krüger, 2009; Sagnak, Kuruoz, Poalt & Soylu, 2015). *Identifying a vision* refers to the mental image, in which the possible and desired state of the school future is described (Bennis & Nanus, 1985). In educational settings, this can be applied by suggesting and determining the vision of the school. According to Geijsel et al. (2009), it will eventually lead to emotional attachment, and possible feelings of self-efficacy to see a vision as a personal aim. Secondly is the phenomenon *individual support*. By providing individual support, leaders try to recognize, understand, and please the concerns and needs of people. The transformative leader treats every person uniquely. This can be achieved by coaching or providing feedback (Geijsel et al., 2009). Third of all, leaders need to create *intellectual stimulation*, this is defined as the degree in which employees are stimulated by doing the conventional but in a

new, creative or innovative manner (Shahzad & Zareen, 2011). This can be done by encouraging people to question or reconsider assumptions, values, beliefs to solve possible group, individual, and organizational problems (Geijsel et al., 2009; Jung, 2001).

Leadership development

Leadership development is the capacity of leaders to understand themselves, other people, and the world around them (Harris & Kuhnert, 2007). This understanding can influence visions of leaders, the ways of bringing support, and stimulate people intellectually since this understanding will eventually influence practices (Fives & Buehl, 2013). Eigel & Kuhnert (2005) described that the capacity of understanding is measurable. Based on the understanding of themselves, others and situations, leaders analyze experiences and see how this can or cannot be applied in new situations, and try to adjust their views in order to grow into a next level (Harris & Kuhnert, 2007). As mentioned leaders need to understand themselves in order to grow into the next level to become better. The personal interpretative framework is underlying in the process of self-understanding (Kelchtermans, 2009).

The personal interpretative framework

The personal interpretative framework refers to the set of cognitions, beliefs, and beliefs that direct the actions (Kelchtermans, 2005). Kelchtermans (2009) described that the personal interpretative frame consists of the professional self-understanding and subjective education theory. It can be described as the whole of views through which people perceive specific professional situations, give meaning to them, and act in them. In addition, this can be related to the position theory, Davies & Harré (1999) explains that in the interaction between people meaning is central and can be called as a discursive practice. In the discursive practice,

.

individuals are positioned by themselves through reflexive positioning, but also through interactive positioning with other people. The whole of views from the professional self-understanding can be related to the theory of filtering, framing, and guiding (Fives & Buehl, 2012), in which it is described how beliefs are related to actions as (a) filters for interpretation, (b) frames for defining problems, and (c) guides for action (p. 478, Figure 1).

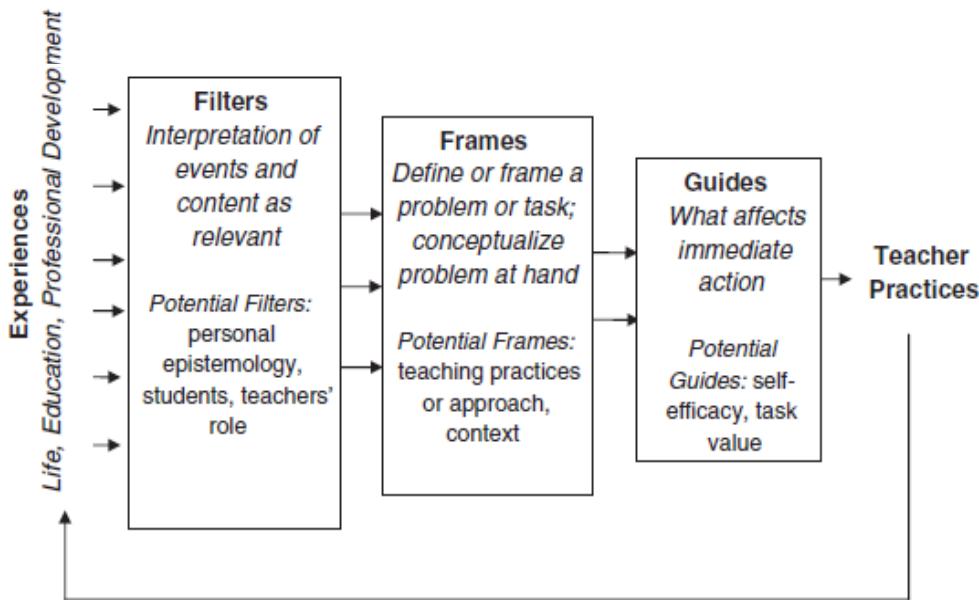


Figure 1: framework of filtering, framing, and guiding

Aangenendt, Neelen & Lavèn (2018) underline this thought and found that each individual person can be influenced by aspects such as group, religion, department, and gender. This can result in different identities such as expert, teacher, coach, or researcher (Figure 2) and can influence someone's guiding.

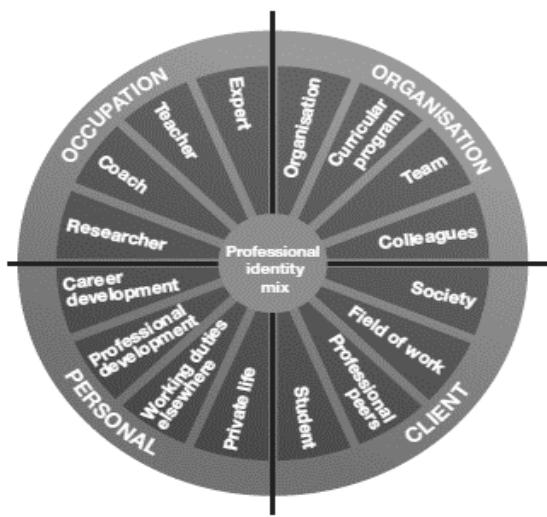


Figure 2:The Professional Identity Mix Tool

As previously stated the personal interpretative frames eventually guides actions (Fives & Buehl, 2012) and a transformative leader presents behavior by actions on the three dimensions (Jung, 2001). Because frames guides behavior it can be argued that the different interpretative frames and following actions are related to the dimensions of transformational leadership.

Reflection and feedback on the frame of interpretation

Deley (2004) found that the personal interpretative frame can be improved through reflection by adjusting the frame to a better professional reality. The term reflection refers to ‘the operation through a careful re-examination and evaluation of experience, beliefs, and knowledge’, and ‘leads to new perspectives’. Critical reflection necessitates a change to deep-seated, and often unconscious, beliefs and leads to new belief structures’ according to Kember, McKay, Sinclair & Yout Wong (2008, p. 218). Moreover, others describe that reflection has the purpose to extend someone’s paradigm in order to gain more insight into their personal development (Benammar et al., 2006). Schon (1987) state that reflection in combination with feedback is more effective than feedback alone. Feedback is the process

where learners, in this study the leaders, receive information about their work (Boud & Molloy, 2013). The information is given to value the differences and similarities for the fitting standards in the given work and the qualities of it. Consequently, better working processes can be realized (Boud & Molloy, 2013). Important for feedback is a feedback culture, this exists of people continuously receiving and questioning formal and informal feedback in order to improve work performances. The combination of feedback orientation and a feedback culture influences the processing of feedback, and what individuals will do with it (Smither, 2002). For the creation of a feedback culture, it is necessary to look at the conditions of receiving and giving feedback. According to Shute (2008), feedback should be non-evaluative, supportive, timely, and specific. Another condition is trust, this consists of competence trust and communication trust, what can be seen as facilitating elements for effective feedback processes (Carless, 2006).

Applying feedback can be done in different ways and through different manners. Yang and Carless (2013) described the framework of the feedback triangle for effectiveness (Figure 3).

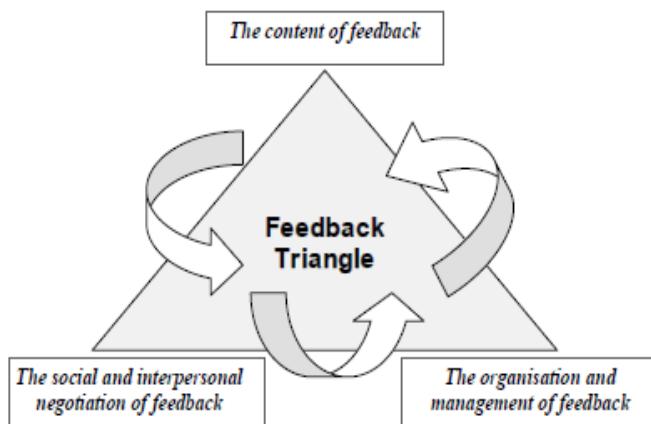


Figure 3: Triangle of feedback (Carless, 2013)

The triangle consists of the cognitive dimension which is focused on the content of feedback, the social-affective dimension which refers to the interpersonal negotiation of feedback, and finally the structural dimension which can be defined as the organization of providing feedback. In this study, the structural dimension will be explored in depth. A way of organizing feedback is the use of 360-degree feedback. Harris & Kuhnert (2007) argued that 360-degree feedback is the most common manner in every kind of organization. If it is applied in the right way, it can give people the possibility to systematically understand their behavior on others. This approach collects information and ratings of leaders behavior and effectiveness from multiple sources such as bosses, external stakeholders, employees, and self-ratings (Harris & Kuhnert, 2007). The ratings are anonymously given, for this reason, some state the manner of 360-degree feedback can give an indication of leadership effectiveness (Harris & Kuhnert, 2007). In contrast to traditional methods, 360-degree feedback gives the opportunity to adjust it to the complexity of specific jobs in order to improve performance (Luthens & Farner, 2002). Consequently, it can be applied for leaders in educational innovation to measure interesting aspect such as the three dimensions of transformational leadership, since this can stimulate innovation (Jung, 2001).

Research question and hypothesis

The present study aims to create insight into the actions of leaders in educational settings, and the underlying personal interpretative frame by the use of feedback. This will be done by designing a 360-degree feedback methodology in which the frames of interactions and the following actions will be measured. Based on these findings the two following research question will be investigated: *What do the frames of interpretations look like for*

leaders of higher education who are responsible for educational innovation? And secondly, How can a designed methodology of 360-degree feedback influence this? It is expected that not knowing your personal interpretative frames leads to constraints, based on the findings that it often goes wrong (Abrami et al., 2004). Through the use of feedback, leaders can positively adapt frames to a better professional reality and reach for leadership development to become a transformational leader.

Method

Research design

To answer the research questions, this study is based on a qualitative case study design with a descriptive nature. A major advantage of qualitative research is the greater possibility of discovering the meanings and experiences of the participants than in quantitative research (Boeije, 2014). Since the questions are of descriptive nature and are in search of creating insight, a case study is used. A case study refers to an in-depth exploration from different visions of the complexity and exclusiveness of a specific group in real life situations (Simons, 2009). In this study, the group consisted of leaders of educational innovation. This study is focused on multiple cases since every participant is seen as one case (Yin, 2003).

Participants

The data has been collected among leaders of educational innovation of higher education in the Netherlands. The population was based on convenience sampling and originated through a contact person from the higher education. This study was conducted among 5 participants (N=5). This group consisted of 1 man and 4 women who work for

different studies such as commercial economy, ICT, entrepreneurship & retail management, built environment, and mouth care sciences. In addition to these participants, a total of 20 colleagues (N=20) of leaders were involved within the feedback methodology. For every participant 4 colleagues participated in the feedback methodology.

Instruments

Personal Interpretative Framework. To find the different frames of interpretations, in depth-interviews have been performed. The interviews consisted of questions related to the models of Aangenendt et al. (2018) and Fives & Buehl (2014). This resulted in questions such as ‘Can you describe which assumptions possibly influenced choices you made in an innovation?’ (Appendix B). In investigating the personal interpretative framework a difficulty originated since it is hard to describe someone’s frames. For this reason, the method of the rich picture is used. Blaas (z.d.) described that the rich picture is a drawing made by someone who is involved in a (problem) situation and reflects the essence of it by experiences to understand complex human interactions. Through this method insight into the underlying causes is acquired. In this study, the rich picture is applied by letting participants choose the last difficult decision in educational innovation and draw the situation. With this in mind stakeholders, interactions, and actions were drawn in order to discuss which frames are applied.

Secondly, the personal interpretative frames have been processed in the 360-degree methodology to discover existing frames. For the creation of the personal interpretation frames questions, the output of the first round of interviews is used. In the first round of interviews, multiple frames were mentioned by leaders, through the use of coding this resulted

in an overall number of 14 personal interpretative frames (Table 1). Thereafter, all frames were transformed into propositions which were questioned in the 360-degree methodology. For example: ‘Is focused on loyalty towards each other’(Appendix C). Leaders and involved colleagues had the opportunity to score the propositions between 1(not at all), 2 (sometimes), 3 (fairly often) or 4 (frequently).

Thirdly, the interpretative framework is measured in the second round of in-depth interviews. Moreover, attention is given to the results of the methodology and how this resulted in new insights. For instance, the following question was asked; ‘Has this method ensured that you have adapted certain interpretation frames?’ (Appendix E).

Feedback. The concept of feedback is applied in the 360-degree feedback methodology. In creating this methodology literature of Reina & Reina(2006) and Carless (2013) is used. Furthermore, the 360-degree standard model of Stichting Consortium Beroepsonderwijs is used (360-graden feedback formulier, 2019). This resulted in seven statements, for example: ‘Discusses his/her own method and attitude’ (Appendix c). Which could be scored between 1(not at all) and 4(frequently).

Secondly, the effects of feedback were asked in the second round of in-depth interviews with the five innovation leaders. For example: ‘To what extent is trust present to give feedback?’ (Appendix E).

Transformational leadership. The concept of transformational leadership is measured in the 360-degree feedback methodology. Questions were asked about identifying a vision, showing individualized support, and intellectual stimulation (Geijsen et al, 2006). In these questions, the existing and validated questionnaire is used from Avolio, Bass,

.

Walumbwa, & Zhu (2004) and Gift & Cilliers (2006). This resulted in 11 questions such as 'I am busy with giving individual support' (Appendix C). Likewise, these questions could also be scored between 1(not at all) and 4(frequently).

To ensure that reliability is present for the different instruments, several actions have been performed. First of all, the process is widely reported to ensure that other researchers could perform the same research. Secondly, the structure of the interviews is based on the concepts of the theoretical introduction. And thirdly, all interviews were recorded to ensure that all data is transcribed by detail and accuracy. All interview reports, transcripts, informed consents, and output of the 360-degree methodology have been safely stored in the YoDa environment of the Utrecht University.

The validity of this research is guaranteed through different manners. Firstly, validity is ensured by performing member checks with the participants of all the interviews by sending interview rapports. Secondly, the feedback methodology is tested among three persons, two students of the master educational sciences and one employee of the higher education. Feedback and suggestions of these test rounds were integrated within the methodology. Thirdly, consistency is checked between the different coders by using an audit trail. In the audit trail, codes are checked with another master student of the Utrecht University to ensure that fitting codes are made (Appendix I).

Procedure

The data collection was divided into three different parts. In all activities, the Dutch language was spoken. This is done to fit with the qualitative and explorative nature of the research questions. Firstly, data is collected through five semi-structured in-depth interviews

.

in March 2019. Every interview was performed within one hour. The interviews were recorded to obtain all information. After the start of the interviews, the different participants received the informed consent and signed this (Appendix A). Afterward, leaders received an interview report.

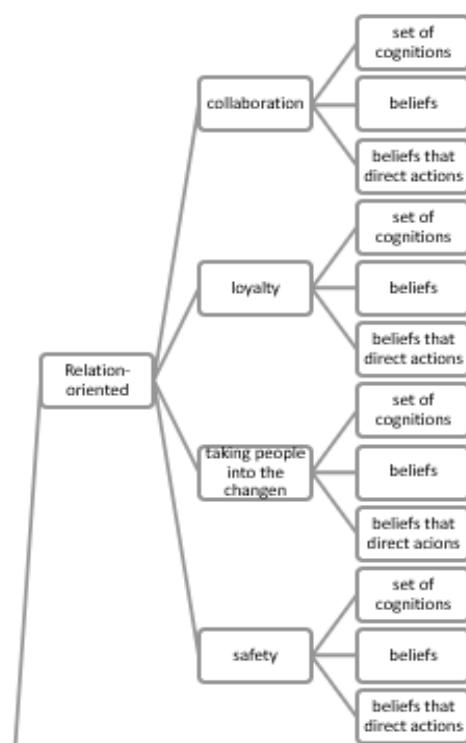
Second of all, a 360-degree feedback instrument was made based on the output of the interviews concerning the personal interpretative frames and the theoretical study for the concepts of feedback and transformational leadership. All questions were processed in Google Forms. The 360-degree methodology existed of two versions, one for the colleagues and one for the participating leaders (Appendix C). For the colleagues, there was an opportunity to give extended feedback within the last question (Appendix C). Following, leaders received two emails on the 2nd of April for the 360-degree feedback. One with the link and information for the leaders and one email with information and link for colleagues that had to be send forward (Appendix D). At the beginning of the methodology, colleagues had to fill in the informed consent. Completing the questionnaire took approximately 10 minutes. All scores of the colleagues are transformed into an average score per question with the use of Excel. Following, results were processed in a Word document and send to the with additional information (Appendix D).

Finally, interviews were again conducted with the same five leaders of the first round of interviews in the last two weeks of April 2019. Before the second interview, leaders received the results with extended information (Appendix D). In the second round of interviews results of the feedback methodology were discussed. Every interview was performed within half-an-hour. Afterward, leaders received an interview report.

Data-analysis

The data analysis was based on the approach of grounded theory, in which inductive strategies were applied for analyzing data (Charmaz, 1996). The first and third part of this study consisted of interviews that needed to be transcribed in order to analyze the results. This process is done with the use of Nvivo. Before the coding process began all transcripts were read and highlighted for important information. The coding process in this study has started with open coding, which means that the collected data is divided, compared, conceptualized, and categorized in fragments. Following, axial coding is applied by giving meaning to the codes. This made it possible to divide the main- and sub codes when needed. Finally, selective coding is applied by using the main codes in order to compose theories. This is done by analyzing the correlation between codes based on the constant comparison. For this reason, data is constantly read and re-read for creating correct codes. For example, relationships were established based on the frequency in which concepts recur in the data (Boeije, 2014). All this information resulted in the following code trees (figure 4&5). In the first research question, background variables were collected such as education, role, tasks, and challenges in educational innovation.

Figure 4
Code tree RQ 1



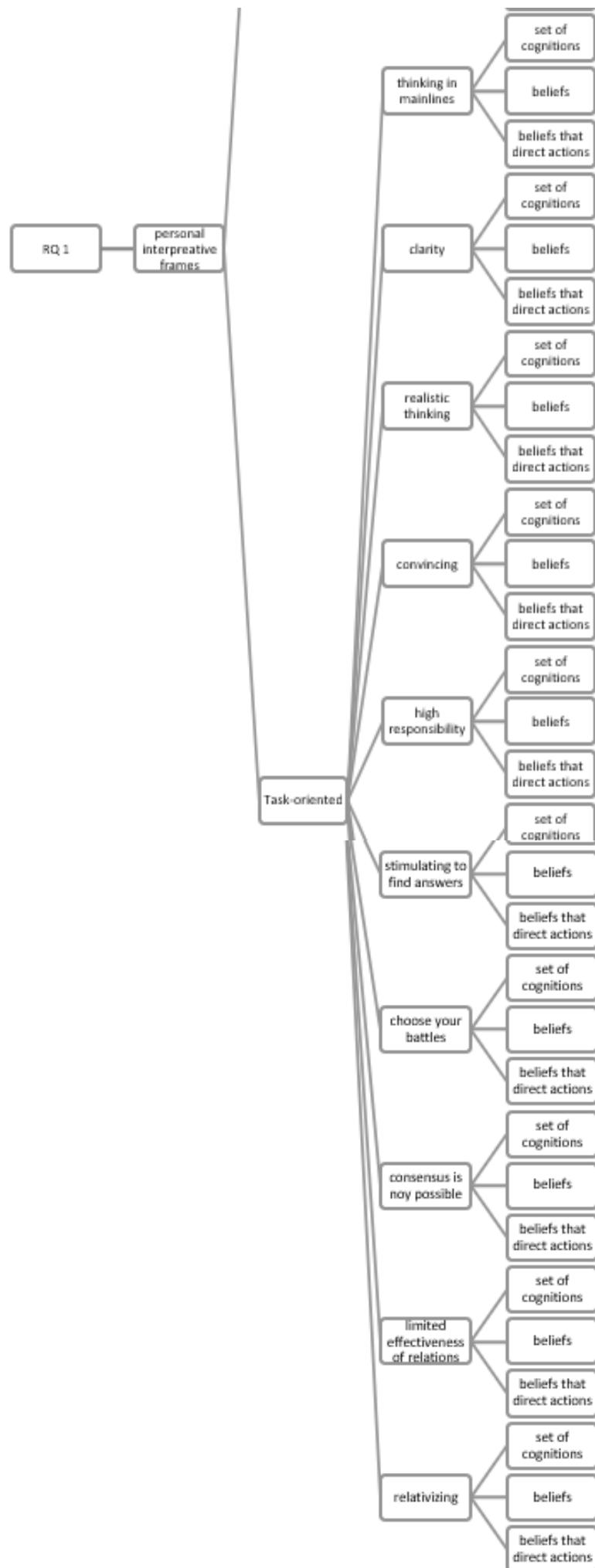
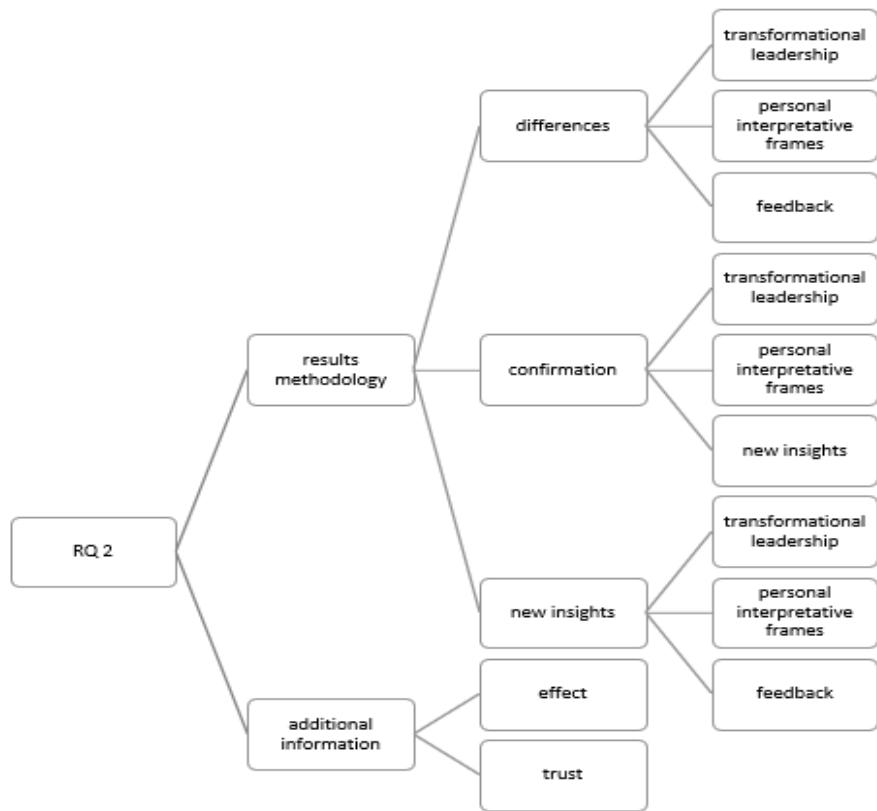


Figure 5

Code tree RQ 2

The first research question is answered through the information of the first round of in-depth interviews. The second research question is answered through the results of the last phase with in-depth interviews. The output of the designed methodology gave extended information with the help of self-scores and average scores of colleagues.

Results

The results are presented in three different parts. In the first part results of the frames of interpretations are described. For this purpose, the results of the first round of interviews are shown with a cross-case analyses to combine different interpretation frames. Subsequently, results are described about the influence of the 360-degree feedback

methodology. For this question, a single case analysis is shown, including results of the feedback methodology and the second round of interviews. Lastly, this chapter ends with an overall cross-case analysis of the results.

Part 1: The Personal Interpretative Frames

Coding the different interviews resulted in 14 different frames (Table 1). In the frames a categorization is found, namely, frames focused on relations and frames focused on tasks.

Table 1

Personal Frames of Interpretation

Frame	Definition	Frequency of Quotes
Relation-Oriented Frames		
1. Collaboration	Undertaking actions together in which education is developed	14(5)
2. Loyalty	Being loyal to colleagues in educational innovation	9(2)
3. Take people into the change	Taking colleagues into the educational innovation by letting them participate	4(2)
4. Safety	Taking care of an environment in which colleagues can speak freely and discuss feelings	4(2)
Task-Oriented Frames		
5. Thinking in mainlines	Looking at the main goal of the innovation and not focusing on details	15(3)
6. Clarity	Stating borders, in order to make choices and discuss subjects so that everyone knows what needs to be done	15(3)
7. Realistic thinking	Looking at what is possible in a given situation	12(4)

8. Convincing	Stimulating people and oneself to argue about choices	12(1)
9. High responsibility	The enhanced feeling of being responsible for a good educational innovation	7(3)
10. Stimulating to find answers	Stimulate people to think about aspects in order to find the right solutions	6(1)
11. Choose your battles	Making an estimation if cases are worth fighting for or that the choice is made to ignore it	5(2)
12. Consensus is not possible	Believing that it will not work to reach for ruling opinions	5(2)
13. Limited effectiveness of relations	The idea that spending time in relations will lead to fewer effective results because it is not focused on tasks	4(1)
14. Relativizing	Putting situations into perspective	3(1)

For this study, six frames will be extensively discussed that were frequently mentioned or were remarkable (Table 2). In the description of the frames, the definition of the personal interpretative frames is used, which consists of the set of cognitions, beliefs, and beliefs that direct actions (Kelchtermans, 2005).

Table 2

The Frames of Interpretation

Focus	Frame	Number of Participants	Quotes
Relations	Collaboration	5 (100%)	14
Relations	Loyalty	2 (40%)	9
Tasks	Realistic thinking	4 (80%)	12
Tasks	High responsibility	3 (60%)	7
.	.	.	.

Tasks	Choose your battles	2 (40%)	5
Tasks	Limited effectiveness of relations	1 (20%)	4

Collaboration. In all interviews, the frame with the importance of collaboration is found. One participant defined this as undertaking actions together in order to innovate education.

'It is not a hierarchy of a project manager with a few people underneath him or her, but it is something that we do together.' - Participant 1

Another participant mentioned multiple times that it is a shared responsibility that must be taken together because it is not only the problem of the innovation leader. This frame comes from different feelings such as the anxiety thought of doing it alone.

'I do not want to do it alone. I cannot and will not do it alone. I need people.' - Participant 3

Collaboration should exist of people with different expertise according to two participants. Another participant explained that better ideas can be made through collaboration. In this frame, the idea of seeing every person as equal is leading. Consequently, this frame leads to actions such as giving choices to people to join the innovation or not or listening to all members of the innovation team.

Loyalty. Two of the five participants pointed out that loyalty is a frame that is used in innovations. This can be described as being loyal to colleagues in educational innovation. Because the idea exists that safety needs to be created through being loyal towards each other. One participant described that a situation in a new classroom emerged this feeling.

.

'I always take it with me when I work in groups. I think that it is important that safety is present. That people speak freely without being judged.' - Participant 1

The actions of this frame resulted in solving problems person to person instead of in-group positions or it can lead to not mentioning issues.

'If I am not charmed by something or do not like something, I will never speak to anyone in a group so quickly. I will always do that face to face. I doubt that for a long time, sometimes I just leave it.' - Participant 1

Realistic thinking. Four participants highlighted the importance of seeking for realism as a personal interpretative frame. This is defined as looking at what is possible in a given situation. For the reason that tight policy is present in available hours and available locations, this frame is applied. Others explain that earlier experiences influence this belief.

'It was too fast with not enough time. I have taken from this that it is better to focus on 1 or 2 small things, in order to create something good.' - Participant 2

A participant mentioned that you have to calculate within the limited resources from the tight policy and it is therefore important to search for alternatives. Another participant described that some things are not necessary. For the innovation leaders, this can lead to actions as getting things done by communicating or arranging it with the management team, delaying a deadline or deciding to let go of plans.

'It appears that we cannot handle it, so I have to do something with it. The choice has to be made. We really want to offer it, but we are real and we cannot.' - Participant 5

High responsibility. Three participants emphasized the frame of high responsibility. This can be defined as the enhanced feeling of being responsible for good educational innovation. For one participant this is a strong frame because the participant expects that it will influence the group.

'If I do not feel responsible, I think that the rest would think it is not important.' -

Participant 5

Two participants mentioned that this feeling arises because they feel responsible to create good education for the student. One of them explained that students eventually go out in the work field and need to be educated well. Furthermore, the norm of being a good employee is mentioned, because the employer pays you to do your job.

'I want the best for the students. That is our core business. I want us to deliver good

education. I am responsible for that.' - Participant 1

As a results actions are shown such as intervening in a lot of things, steering the team with a strong hand, and having a hard time letting go of things.

Choose your battles. Two participants referred to the frame of choosing your battles.

This can be defined as making choices in what you want to address as leader, and which situations or possibilities you are going to ignore.

'That is just like choosing your battles, very simple. With some things or people I just think that they are whining, I already have parked them aside. Whatever.' -

Participant 3

Choosing battles derived for participants from experiences in several functions in larger organizations, in which it is found that it will not work to fight or argue for every choice. One

.

participant described that the composition of the team is one of the reasons why this frame is used. Using this frame leads to actions as making an estimation of the situation and making the decision to ignore things, escape from the situation or communicate and arrange choices by the management team.

'Maybe it was not okay at the time, but I decided to flee. I realize that too. I knew that winning the battle was not possible and therefore withdrew.' - Participant 4

Limited effectiveness of relations. One participant described the belief that relations are limited effective. This is defined as the belief that spending time in relations will lead to fewer effective results for educational innovation.

'True, but that is actually against my principles because it is not that effective. You get the same person every time. Maybe that is also the case with relationships that you have to look for less effectiveness'. - Participant 2

The participant mentioned that this frame derived from the experience that coaching a colleague was going really slow. In this frame, the final goal is the most important.

'I am not very impressed by relationships. You also have project managers who are very focused on warm relationships and persuading people. I am very goal oriented.' - Participant 2

This frame leads to actions in which coaching stops, choices are clearly made and boundaries are set in order to focus on the goal.

Part 2: The use of 360-degree feedback

The use of 360-degree feedback led to several different effects. Table 3 describes the coded responses. An overall score on the 360-degree feedback can be found in Appendix F. Furthermore, additional themes derived from the coding process, which will shortly be discussed.

Table 3

Results of Using Feedback

Result	Number of Participants	Number of Quotes
Differences	5 (100%)	20
Confirmation	5 (100%)	17
New insights	3 (60%)	6

Participant 1. For this innovation leader, the first interview addressed frames focused on relations, such as loyalty and safety. An overall trend is found in confirmations in which colleagues scored higher than the self-score of the participant (Table 4).

Table 4

Remarkable Scores

High scores	Self-score	Colleague's
Loyalty	3	4
Safety	3	4
Taking people in the innovation	4	3.25
Intermediate scores		
Realistic thinking	2	3.33
Low scores		
Limited effectiveness of relations	1	1.20
Consensus is not possible	2	2.6

1=not at all, 2=sometimes, 3=fairly often & 4=frequently

.

Differences. The leader explained that there was an overestimated difference in the frame of taking people along within an innovation, in which colleagues have given a lower rate (Table 4).

Confirmation. Regarding confirmation, this participant described that the frame of safety and loyalty is highly confirmed with the highest possible score (Table 4). For this participant, it gives the feeling that the leader is on the right track and can be proud of it. However, the participant is also aware of the possible pitfalls in certain frames.

'Because I think that I do not give everyone the space that a person needs. That it is behind that frame, I just find it difficult to delegate and to let things go.'

New insights. Participant 1 explained that the frame of consensus is not possible, gave her the insight that her personal frame is in contrast with this. So for participant 1 actions are made based on the frame of consensus.

Participant 2. This leader mentioned several frames in the first interview related to the task-orientation like realistic thinking and limited effectiveness of relations. In the 360-degree feedback, it is found that confirmations were present (Table 5).

Table 5

Remarkable Scores

High scores	Self-score	Colleague's
Taking people within an innovation	3	3
Realistic thinking	3	4
High responsibility	3	4
Intermediate scores		
.		

Transformational leadership: intellectual stimulation	2.67	3
Choose your battles	4	2.33
Low scores		
Consensus is not possible	2	1.33

Differences. For the frame of choosing the right battles, there was a difference (Table 5). The participant mentioned that this difference can possibly be explained by the limited amount of experience and the feeling of high responsibility.

'It could also be that I worry about things I should not worry about. I can imagine something about that, most of the time things run differently than expected.'

Confirmation. For participant 2 confirmation is found in the frame of responsibility because of the high score of colleagues (Table 5). The participant described the positive and negative consequences of this frame, as a leader you need to know what your role is.

Participant 3. For this innovation leader most of the frames of the first interview, were related to task-orientation like realistic thinking and choose your battles. In the 360-degree feedback, confirmations but also differences were present (Table 6).

Table 6

Remarkable Scores

High scores	Self-score	Colleague's
Realistic thinking	3	3.25
High responsibility	4	3
Choose your battles	3	3.5
Intermediate scores		
.	.	.

Transformational leadership: individual support	2	3.25
Low scores		
Transformational leadership: intellectual stimulation	3	1.25

Differences. For participant 3 an overestimated difference is found in transformational leadership with intellectual stimulation (Table 6). The participant explained that this was unexpected because the leader stimulates people to find own answers, and it often results in no answers. It could possibly be explained by the thought that this participant is steering a lot in innovation what is a dominant feature of this person.

Confirmation. The result driven mindset of participant 3 gets confirmed by the results on the frames of realistic thinking and high responsibility (Table 6).

'Yes, I was aware of it. It is always a balance of pushing and pulling. That is the continuous challenge, certainly with such fierce timing.'

New insight. Concerning new insights, participant 3 described the insight that individual support is more done than expected, especially in coaching and teaching people (Table 6).

Participant 4. In the first interview the frames of choosing your battles, the consensus is not possible, and relativizing were found what can be related to task-orientation. Especially differences were found in the 360-degree feedback (Table 7).

Table 7

Remarkable Scores

.

High scores	Self-score	Colleague's
Consensus is not possible	4	3.5
Relativizing	4	2.75
Consensus is not possible	4	3.5
<hr/>		
Intermediate scores		
Choose your battles	4	2.5
Transformational leadership: identifying a vision	4	2.25
<hr/>		
Low scores		
Loyalty	2	2.5

Differences. The frame of relativizing scored lower than expected for participant 4 (Table 7). This was unexpected because the involved participant thought it was done too much. In the frame of choosing battles wisely, an overestimated difference is found (Table 7) Participant 4 described that this is understandable because you can look at this from the perspective of the leader and from the perspective of the follower.

'I am not always successful in it. So I understand that people think that I occasionally worry about things I should not worry about. I already let go of eight things they do not know and then something pops out. I understand this.'

Confirmation. For participant 4 confirmation is found in the frame that consensus is not possible (Table 7).

New insights. Participant 4 mentioned that insight is found in the overestimation of identifying a vision (Table 7). Because this participant strongly works from the frame of no possible consensus this participant finds it important and necessary that people know the vision of the leader.

Participant 5. For participant 5 the first interview led to the finding that frames of collaboration and thinking in mainlines were present what can be related to tasks and relation oriented frames. Results of the 360-degree showed confirmations in which colleagues scored higher, and that frames related to relations were highly present such as safety and loyalty.

Table 8

Remarkable Scores

High scores	Self-score	Colleague's
Collaboration	4	4
Safety	3	4
Loyalty	3	3.75
Thinking in mainlines	4	3.25
<hr/>		
Low scores		
Limited effectiveness of relations	1	2.25

Differences. For participant 5 an underestimated result was found in the frame of safety (Table 8). This participant explained that a lower self-score was consciously given because the experience of safety is very personal.

'That I do it, does not mean that someone else will experience it.'

Confirmation. Overall this participant experiences the results as corresponding with the thoughts of the leader (Table 8).

'I like that people work this way. Everyone really has a role in the whole and there is also a lot of cooperation. It is very nice that everyone sees it that way'

Additional themes. For most participants, the use of 360-degree feedback is not a new method. Someone described it as really personal information. One participant described the use of this feedback as extremely informative. For another participant, it gave good insight that the team is on the right track.

It is found that two of the five participants experience trust with colleagues to discuss feedback. One participant mentioned that it is a possibility that the results of this study will be discussed in the next period. However, three other participants mentioned that trust is not always present. Especially towards the management. One participant explained that earlier experiences could possibly have created this feeling.

Part 3: A cross-case analysis

To begin with, the frames showed a strong division between frames focused on tasks and relations. It is found that participant one and five showed more relation-oriented frames and participant two, three and four showed more task-oriented frames. This division can be completed with a difference in the amount of autonomy. In which it seems that relation-oriented frames were more focused on autonomy by discussing choices with colleagues and giving options to join or not, and task-related frames were more focused on strong task division, steering with a strong hand, and clarity of what needs to be done. However, results also showed that leaders can apply task-oriented frames and relation-oriented frames. Another interesting finding is the number of frames related to tasks. In this research more frames were namely found on tasks.

Furthermore, it is found that leaders who apply more relation-oriented frames showed more underestimated scores compared to the scores of colleagues and showed a lot of

.

confirmed scores. Task-oriented leaders showed more often differences through overestimation, compared to the scores of colleagues. Additionally, it is found that the use of feedback is more done by leaders who apply relation-oriented frames, than the leaders who apply task-oriented frames (Table 9).

Table 9

Score Feedback

Participant	Self-score	Colleague's
1	3.14	3.57
2	3.29	3.43
3	3.14	2.75
4	3	2.68
5	3.43	3.57

Discussion

This study was done to investigate the following questions: What do the frames of interpretations look like for leaders of higher education who are responsible for educational innovation? And secondly, How can a designed methodology of 360-degree feedback influence this? To answer these questions a qualitative case study is performed among 5 participants. Based on the results it can be concluded that leaders in innovation of higher education apply several personal interpretative frames, such as loyalty, limited effectiveness of relations, choosing battles, and high responsibility. Especially the frame of realism and collaboration are strongly present for leaders. These identified personal interpretative frames can be typified in leaders who are focused on relations and leaders who are focused on tasks in educational innovation. For the second research question, it can be concluded that the use of 360-degree feedback led to the confirmation of personal frames, emphasized differences, and brought new insights into applied frames or actions.

.

This study has been one of the first attempts to thoroughly discover personal interpretation frames of leaders in educational innovation in order to increase the understanding of leaders. The results of this study show that a lot of different personal interpretation frames were found. This result may be explained by the fact that someone's understanding of the world, others and itself influence behavior (Harris & Kuhnert, 2007). Since everybody has a different understanding this can result in different frames for innovation leaders. It can thus be suggested that frames are person related. Fives & Buehl (2012) underline this thought because beliefs are based on personal experiences, education, and professional development what can be different for every person.

Furthermore, the current study found a typification in the personal interpretative frames. This finding suggests that there are different types of innovation leaders and can be related to the different styles in leadership which are focused on the behavior of leaders (Boonstra, Muijen & Tour, 2011). The finding of task-oriented leaders fits with the style of autocratic leadership (Boonstra, Muijen & Tour, 2011), which refers to leadership with a strong focus on tasks, and less towards relationships. In autocratic leadership, leaders utilize strong and directive behavior in order to create task accomplishment (Yukl, 2010). Conversely, there is democratic leadership, which is more focused on relations (Boonstra, Muijen & Tour, 2011). Democratic leadership also referred to as participative leadership, is focused on the participation of colleagues and building together towards decisions (Glynn & DeJordy, 2010). A possible explanation for the typification in tasks and relations may be the different contexts in which leaders need to anticipate for educational innovation. Bass & Bass (2008) found that the level of the majority of followers, concerning the job and psychological majority determines the correct leadership style. In this study, more frames were found on .

tasks. This can possibly suggest that task-orientation is more needed in educational innovation. An explanation for this might be the tight deadlines and limited resources as mentioned by participants. This is supported by research in which it is found that autocratic leadership is only effective when work requires quick decision making (Yukl, 2010). Furthermore, it is found that leaders can apply both orientations. In research, it has been found that tasks and people related management skills are both needed for success and a positive attitude of employees (Shipper & Davy, 2002).

Moreover, the finding of the typification also emphasized a difference in the amount of autonomy for colleagues in innovation, in which task-oriented frames show less autonomy and relation-oriented frames more autonomy. It can thus be suggested that relation-oriented frames stimulate more autonomy. One of the possible explanations can be the activity of the of making choices together in this leadership style (Glynn & DeJordy, 2010). In research, it is found that autonomy is identified as one of the most important characteristics for job satisfaction and motivation (Parker, Axtel, & Turner, 2001) and should, therefore, be stimulated. Mumford & Gustafson (1988) suggested that the achievement of innovation can be increased when autonomy is supported in organizations (Gumusluoglu & Ilsev, 2009).

This study discovered the effects of 360-degree feedback on the personal interpretative frames and contributes to existing knowledge of creating reflection by providing 360-degree feedback. The finding of confirmation suggests that leaders are aware of their actions and behavior towards others. This result may be explained by the fact that reflection or feedback can already occur in informal ways and outside standard processes (Fedor et al., 1989; Johnson & Connely, 2014). Atwater & Yammerino (1992) emphasized the importance of self-

awareness and found in their research that managers who have the same results from self-score and colleagues are perceived as most effective. However, the finding of differences suggests that leaders do not always have the right self-awareness. This finding is supported by other research, in which it is found that managers, in general, tend to rate themselves higher, especially in management competence and leadership effectiveness than colleagues would do (Bass & Avolio, 1994).

Additionally, it is found that the use of feedback is more done by leaders who apply relation-oriented frames, than leaders who apply task-oriented frames. This can possibly be explained by the fact that task-oriented frames are more focused on quick decision making (Yukl, 2010), which suggests that feedback is not involved within this quick process. Nevertheless, previous studies have demonstrated that feedback seeking behavior facilitates individual adaptation and is important for creative outcomes (Stobbeleir, Ashford, & Buyens, 2011). Overall, the results on the second research questions suggest that the use of 360-degree feedback stimulates reflection on the personal interpretative frames for innovation leaders in higher education, which implies that innovation leaders in higher education can reach for leadership development to become transformational leaders, what can eventually contribute to successful educational innovation.

Limitations

In this research in-depth interviews are used to gather information for the personal interpretative frames in a short time period. However, it is debatable if this method led to frames who are often used because participants will mostly refer to frames they are aware of and can possibly be interpreted as positive. Applying personal interpretative frames is often an

.

unaware process. For further research, it is therefore recommended to use observations to gather information about the personal interpretative frames. Through observations, it is possible to find the more underlying frames by looking at actions and choices of leaders and subsequently discuss this with the leader to purchase deeper understanding. Secondly, an 360-degree feedback methodology is used. In this study, participants have sent the methodology to colleagues by email. Through this manner, anonymity is not guaranteed. This can increase the amount of socially desired answers what can possibly have led to higher scores in this study. Especially when trust is limited present real answers can be reduced. Harris & Kuhnert (2007) state that anonymity in 360-degree feedback is important because it gives the possibility to really understand behavior. In further research, it is therefore recommended to make the methodology completely anonymous. This can be done by involving the manager of the innovation leader in order to receive the contact information from colleagues. Third of all, a limitation of this study is the generalizability since it contains a limited sample size. This study is a first attempt in creating understanding for leaders. However, understanding yourself is person- and context related. For this reason, research should be conducted with a bigger sample size, to obtain more insight.

As mentioned this study tried to create insight and understanding of leaders. Since educational innovation must continue to take place, it is interesting for further research to improve knowledge about the personal interpretative frames to find the effects of how it influences educational innovation. An interesting finding is that multiple participants referred to a limited amount of trust in higher education. Carless (2006) found that trust is an important element in facilitating effective feedback processes. For this reason, it should be

interesting for further research to find why trust is not always present in higher education and how this trust can be improved in order to create better feedback processes.

Implications

Results of this research are of practical value since innovation is a continuous topic in education. This study, found that leaders use different frames and that 360-degree feedback can stimulate understanding and reflection on these frames. This suggests that leaders should create understanding and awareness of their frames in order to lead to better innovations, which is eventually good for education in itself. A way of creating awareness in the frames is the use of feedback, especially given by different colleagues. Stimulation of feedback can, therefore, be suggested in practice to stimulate leadership development for leaders in educational innovation.

Concluding, this study tried to create understanding among leaders. Knowing yourself can be of power in innovation, specifically in educational innovation. By applying feedback and creating insight into your personal interpretative frames success of educational innovation can be increased because reflection takes place. As Jacques Bénigne Bossuet (1704) once said: ‘Reflection is the eye of the soul’.

References

- Aangenendt, M., Neelen, G., Willemse, P. & Lavèn, I. (2018). Professionals alike, and unlike: A tool for dialogue on professional diversity of lecturers and researchers in Higher Vocational Education. In F. Jacobs, & E. Sjoer (Eds.), *Inspired to change: A kaleidoscope of transitions in higher education*. The Hague, The Netherlands: The Hague University of Applied Sciences.
- Abrami, P.C., Poulsen, C. & Chambers, B. (2004). Teacher motivation to implement an educational innovation: factors differentiating users and non-users of cooperative learning. *Educational Psychology*, 24:2, 201-216. DOI: 10.1080/0144341032000160146.
- Adams, R., Bessant, J. & Phelps, R. (2006). Innovation management measurement: a review. *International Journal of Management Reviews*, 8:1, 21-47. DOI: 10.1111/j.1468-2370.2006.00119.x.
- Alimo-Metcalfe, B. (1998). 360 degree feedback and leadership development. *International Journal of Selection and Assessment*, 6, 35–44. DOI: 10.1111/1468-2389.00070.
- Atwater, L. E., & Yammarino, F. J. (1992). Does self-other agreement on leadership perceptions moderate the validity of leadership and performance predictions? *Personnel Psychology*, 45, 141—164. DOI: 10.1111/j.1744-6570.1992.tb00848.x.
- Avolio, B.J., Bass, B.M., Walumbwa, F.O.& Zhu W. (2004). *Multifactor Leadership Questionnaire: Manual and Sampler Test*. Redwood City, CA: Mind Garden
- Baregheh, A., Rowley, J. & Sambrook S. (2009). Towards a multidisciplinary definition of innovation. *Management Decision*, 47:8, 1323-1339. DOI 10.1108/00251740910984578.
- .

- Bass, B. M., & Bass, R. (2008). *The Bass handbook of leadership: Theory, research, and managerial applications* (4th ed.). New York, NY: Free Press.
- Bass, B. M., & Avolio, B. J. (1994). *Improving Organizational Effectiveness Through Transformational Leadership*. London: SAGE Publications.
- Battilana, J., & Dorado, S. (2010). Building sustainable hybrid organizations: The case of commercial microfinance organizations. *Academy of Management Journal*, 53 (8), 1419- 1440. DOI: 85.148.77.231.
- Benammar, K. J. (2006). *Reflectietools*. Amsterdam, Nederland: LEMMA.
- Blaas, M. (z.d.). Instrument 3: 'De rich picture-methode' 1.. Geraadpleegd op 24 januari 2019, van
<https://webcache.googleusercontent.com/search?q=cache:OrJM1EdeJ5UJ:https://www.hartgerwassink.nl/wp-content/uploads/2013/08/CPS-Instrument-3-Rich-Picture.pdf+>
- Boeije, H. (2010). *Analysis in qualitative research*. London: Sage.
- Boonstra, J., Muijen, J. van & Tours, H. (2011). *Leiderschap in organisaties*. Crisis in leiderschap, op zoek naar nieuwe wegen. Amsterdam, Nederland: Kluwer.
- Bossuet, J. B. (n.d.). reflectie Citaten en wijscheden - Citaten.net. Retrieved June 2, 2019, from
<https://citaten.net/zoeken/citaten-reflectie.html>
- Boud, D. & Molloy E. (2013). Rethinking models of feedback for learning: the challenge of design. *Assessment & Evaluation in Higher Education*, 38, 698 – 712.
DOI: 10.1080/02602938.2012.691462.
- Bryk, A., Sebring, P., Allensworth, E., Luppescu, S., & Easton, J. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.

- Carless, D. (2006). Differing perceptions in the feedback process. *Studies in Higher Education*, 31(2), 219-233. DOI: 10.1080/03075070600572132.
- Charmaz, K. (1996). The search for Meanings- Grounded Theory. In: J.A.,Smith, R., Harré, & L. van Langenhove (Eds.) *Rethinking Methods in Psychology* (pp. 27-49). London: Sage Publications.
- Coppolose, R. (2018). *Werkregels voor innovatiemanagers* (ISBN: 978-94-6295- 879-1). Retrieved from www.proefschriftmaken.nl.
- Crevani, L., Lindgren, M., & Packendorff, J. (2010). Leadership, not leaders: On the study of leadership as practices and interactions. *Scandinavian Journal of Management*, 26, 77-86. DOI:10.1016/j.scaman.2009.12.003
- Damanpour, F. (1991). Organizational innovation – a meta-analysis of effects of determinants and moderators. *Academy of Management Journal*, 34: 3, 555-90. DOI: 10.5465/256406.
- Davies, B., & Harré, R. (1999). Positioning and personhood. In R. Harré, & L. van Langenhove (Eds.), *Positioning theory* (pp.32-52). Oxford: Blackwell.
- David E. Rast III , Michael A. Hogg & Steffen R. Giessner (2013) Self Uncertainty and Support for Autocratic Leadership, Self and Identity, 12:6, 635-649, DOI: 10.1080/15298868.2012.718864.
- Degenhardt, L., & Duignan, P. (2010). Dancing on a shifting carpet: Reinventing traditional schooling for the 21st century. Camberwell: ACER Press.
- Deley, T. (2004). *Denken, voelen, doen. Tien verhalen van leerkrachten over kinderen in sociaal-emotionele kwesties in het basisonderwijs*. Amsterdam, Nederland: Garant.

- Eigel, K.M. & Kuhnert, K.W. (2005). Authentic development: leadership development level and executive effectiveness, in Gardner, W., Avolio, B. and Walumbwa, F. (Eds), *Authentic Leadership Theory and Practice: Origins, Effects and Development.* Monographs in Leadership and Management, Vol. 3, Elsevier, Oxford, pp. 357-85.
- Fedor, D.B., Eder, R.W., & Buckley, M. (1989) The contributory effects of supervisor intentions on subordinate feedback responses. *Organizational Behavior and Human Decision Processes*, 44(3), 396–414. DOI: 10.1016/0749-5978(89)90016-2.
- Fives, H., & Buehl, M. M. (2014). Exploring Differences in Practicing Teachers' Valuing of Pedagogical Knowledge Based on Teaching Ability Beliefs. *Journal of Teacher Education*, 65(5), 435–448. DOI: 10.1177/0022487114541813.
- Fives, H., & Buehl, M. M. (2012). Spring cleaning for the “messy” construct of teachers’ beliefs: What are they? Which have been examined? What can they tell us? In K. R. Harris, S. Graham, & T. Urdan (Eds.), APA educational psychology handbook, Vol. 2: Individual differences and cultural and contextual factors (pp. 471-499). Washington, DC: American Psychological Association.
- Geijssel, F. P., Sleegers, P .J. C., Stoel, R. D., & Krüger, M. L. (2009). The effect of teacher psychological and school organizational and leadership factors on teachers’ professional learning in Dutch schools. *The Elementary School Journal*, 109 (4), 406-427.
- Gift F. & Cilliers F. (2006). Effective Transformational Leadership Behaviours For Managing Change. *Journal of Human Resource Management*, 4(2), 1-9. DOI: 10.4102/sajhrm.v4i2.87

- Glynn, M. A., & DeJordy, R. (2010). Leadership through an organizational behavior lens: A look at the last half-century of research. In N. Nohria, & R. Khurana (Eds.), *Handbook of leadership and practice* (pp. 119-158). Boston, MA: Harvard Business Press
- Gumusluoglu, L. & Ilsev, A. (2009). Transformational leadership, creativity, and organizational innovation. *Journal of Business Research*, 62, 461-472.
DOI:10.1016/j.jbusres.2007.07.032
- Hargreaves, Lieberman, Fullan & Hopkins, (2001). International Handbook of Educational Change: Part Two.
- Harris, L.S. & Kuhnert, K.W. (2007). Looking through the lens of leadership: a constructive developmental approach. *Leadership & Organization Development Journal*, 29(1), 47-67. DOI: 10.1108/01437730810845298
- Hogan, R., Curphy, J. and Hogan, J. (1994). What we know about leadership effectiveness and personality. *American Psychologist*, 49 (6), 493-504. DOI: 10.1037/0003-066X.49.6.493.
- Hopkins, D. (2007). Every school a great school. Realizing the potential of system leadership. Maidenhead: Open University Press.
- Johnson, G. & Connelly, S. (2014). Negative emotions in informal feedback: The benefits of disappointment and drawbacks of anger. *Human relations*, 67(10), 1265-1290.
DOI: 10.1177/0018726714532856.

- Jung, D.I. (2001). Transformational and transactional leadership and their effects on creativity in groups. *Creativity Research Journal*, 13 (2), 185-195.
DOI: 10.1207/S15326934CRJ1302_6.
- Kember, D., McKay, J., Sinclair, K., & Yuet Wong, F.K. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education*, 33(4), 369-379. DOI: 10.1080/02602930701293355.
- Kelchtermans, G. (2005). Teachers' emotions in educational reforms: Self-understanding, vulnerable commitment and micropolitical literacy. *Teaching and Teacher Education*, 21, 995–1006. DOI: 10.1016/j.tate.2005.06.009.
- Kelchtermans, G. (2009) Who I am in how I teach is the message: self-understanding, vulnerability and reflection, *Teachers and Teaching: theory and practice*, 15(2), 257-272. DOI: 10.1080/13540600902875332.
- Kruse, K. (2013). What is leadership. *Forbes magazine*.
- Lagerweij, N. (1987) Theorie van onderwijsvernieuwing. In: Kemanade J., Lagerweij, N., Leune, J., & Ritzen, J. (1987): Onderwijs: bestel en beleid 3: Onderwijs in ontwikkelig. Groningen: Wolters-Noordhoff, 97-178.
- Louis-Seashore, K. (1998). 'A light feeling of chaos': Educational reform and policy in the United States: Daedalus.
- Luthans, K.W. & Farner, S. (2002) Expatriate development: the use of 360-degree feedback. *Journal of Management Development*, 21(10), 780-793. DOI: 10.1108/02621710210448048.

- Mumford, M. & Gustafson, S. (1988). Creative syndrome: Integration, application, and innovation. *Psychological Bulletin*, 103, 27-43.
- Nielsen, K., & Randall, R. (2013) Opening the black box: Presenting a model for evaluating organizational-level interventions, *European Journal of Work and Organizational Psychology*, 22(5), 601-617, DOI: 10.1080/1359432X.2012.690556
- Osborne, J., Simon, S., Christodoulou, A, Howell-Richardson, C., & Richardson, K. (2013). Learning to Argue: A study of four schools and their attempt to develop the use of argumentation as a common instructional practice and its impact on students. *Journal of Research in science teaching*, 50(3), 315-347. DOI 10.1002/tea.21073.
- Parker, S.K., Axtell, C.M., & Turner, N. (2001). Safer Workplace: Importance of Job Autonomy, Communication Quality, and Supportive Supervisors. *Journal of Occupational Health Psychology*, 6(3), 211-228. DOI: 10.1037//1076-8998.6.3.211.
- Reina, D.S. & Reina, M.L. (2006). *Trust and betrayal in the workplace. Building effective relationships in your organization*. San Francisco: Berret-Koehler.
- Ruthven, K., Mercer, N., Taber, K.S., Guardia, P., Hofmann, R, Ilie, S., Luthman, S., & Riga, F. (2017). A research-informed dialogic-teaching approach to early secondary school mathematics and science: the pedagogical design and field trial of the epiSTEMe intervention. *Research Papers in Education*, 32 (1), 18-40. DOI: 10.1080/02671522.2015.1129642
- Sagnak, M., Kuruoz, M., Polat, B, & Soylu, A. (2015). Transformational leadership and innovative climate: An examination of the mediating effect of psychological

empowerment. *Eurasian Journal of Educational Research*. 60, 149-162.

DOI: 10.14689/ejer.2015.60.9

Shahzad, S., Zareen, H. (2011). Perception of intellectual stimulation, creativity and innovation among health managers working in tertiary level hospitals. *Journal of Ayub Medical College Abbottabad*, 23(3), 86–90.

Shipper, F., & Davy, J. (2002). A model and investigation of man aerial skills, employees' attitudes, and managerial performance. *The Leadership Quarterly*, 13, 95–120.
DOI: 10.1016/S1048-9843(02)00098-X.

Shute, V. J. (2008). Focus on Formative Feedback. *Review of Educational Research*, 78(1), 153–189. DOI:10.3102/0034654307313795.

Simons, H. (2009). Case study research in practice. London: SAGE.

Smither, J.W. (2002). Feedback orientation, feedback culture, and the longitudinal performance. Management process. Manuel London State University of New York at Stony Brook, La Salle University.

Stichting Consortium Beroepsonderwijs (2019). *360-graden feedback formulier*.

Geraadpleegd op 24 januari 2019, van

https://webcache.googleusercontent.com/search?q=cache:8SYynDms2NsJ:https://maken.wikiwijs.nl/bestanden/572190/360_feedback%2520formulier.docx+

Wagner, J.A. & Gooding, R.Z. (1987). Shared Influence and Organizational Behavior: A Meta-Analysis of Situational Variables Expected to Moderate Participation-Outcome

Relationships. *The academy of management journal*, 30(3), 524541. DOI:

<https://www.jstor.org/stable/256012>.

Waslander, S. (2007). Leren over innoveren. Overzichtsstudie van wetenschappelijk onderzoek naar duurzaam vernieuwen in het voortgezet onderwijs. Utrecht: VO-project Innovatie: Expeditie Durven, Delen, Doen.

Yang, M. & Carless, D. (2012). The feedback triangle and the enhancement of dialogic feedback processes. *Teaching in Higher Education*, 18(3), 285-297. DOI: 10.1080/13562517.2012.719154

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

Yukl, G. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

*Appendix A**Informed Consent***Informed Consent**

Betreft: Onderzoek naar de persoonlijke interpretatiekaders van leiders in onderwijsinnovaties door het gebruik van feedback.

Ik heb de informatiebrief voor de proefpersoon gelezen en kon aanvullende vragen stellen aan de onderzoeker (Nathalie Rikkers, n.j.rikkers@students.uu.nl) wanneer ik iets niet begreep. Mijn vragen zijn genoeg beantwoord en ik had genoeg tijd om te beslissen of ik meedoe aan dit onderzoek.

Ik weet dat meedoen geheel vrijwillig is. Ik weet dat ik op ieder moment kan beslissen om toch niet mee te doen, daarvoor hoeft ik geen reden te geven.

Ik geef hierbij toestemming om onderstaande gegevens te gebruiken:

- de antwoorden op de vragen uit de 2 verschillende interviews
- de feedback die mijn collega's over mij hebben gegeven
- de door mijzelf, ingevulde vragenlijst

Naam proefpersoon:

Handtekening:

Datum : __ / __ / __

Ik verklaar hierbij dat ik deze proefpersoon volledig heb geïnformeerd over het onderzoek.

Naam onderzoeker (of diens vertegenwoordiger):

Handtekening:

Datum: __ / __ / __

*Appendix B**Topic list first round interviews*Algemene informatie

- Bij welke opleiding/faculteit ben jij als innovatieleider betrokken?
- Zou jij iets kunnen vertellen over je rol als projectleider in onderwijs innovaties?
- Wat zijn de grootste uitdagingen?
- Hoe ben jij bezig om jezelf als leider te ontwikkelen?

Rich picture

Uitleg:

Ik wil dat je in een kleine 10 minuten een korte schets maakt van het proces rondom de laatste moeilijke keuze in een innovatie. Hoe heb jij dit als leider aangepakt? Wie zijn de betrokken actoren, instanties en factoren die invloed hebben? Wat voor keuzes zijn er gemaakt? Wat is het resultaat? Om dit te doen zullen we stap voor stap verder gaan.

Stap 1: beschrijf/teken actoren, instanties, betrokken, factoren en stappen in beeld. Mag op globaal niveau.

Stap 2: beschrijf in woorden de factoren/omstandigheden die relatief grote invloed hebben gehad

Stap 3: beschrijf/teken welke interacties een grote invloed hebben gehad.

Stap 4: hoe ben jij hier mee omgegaan> welke acties/gevolgen zijn genomen.

Bespreking

wat valt je op?

welke persoonlijke opvattingen hebben een invloed gehad op jouw keuze?

Persoonlijk interpretatiekader

voorbeeld gebruiken maar ook daarbuiten denken.

> set of cognities (filtering)

- Zijn er eerdere ervaringen of gebeurtenissen die jij meeneemt in het overwegen van keuzes?
- Kan je hier een voorbeeld van beschrijven?
- Op basis van welke principes interpreteer jij inhoud van mogelijke keuzes? Waar let jij op? Waar komt dit vandaan?
 - > wat voor overwegingen neem jij mee in een keuze?

> overtuigingen (framing, position theory, identity tool)

- Wat voor overtuigingen (welke opvattingen) hanteert jij in innovaties?
- Hoe heeft de context hier invloed op?
- Kan je beschrijven op basis van welke assumpties (aannames, veronderstellingen) je keuzes maakt in een innovatie?
- Als je kijkt naar mogelijke rollen van een leider in onderwijs innovaties; stel jij je op als expert, leraar, coach of onderzoeker? (tool erbij houden)
Waarom denk je dat?

Waar komt het vandaan dat je voor deze rol kiest?

Hebben eerdere ervaringen hier invloed op?

- Hoe hebben jouw collega's of interactie met andere invloed op je keuzes?
- Hoe heeft de Hogeschool /management invloed op je keuzes?

> overtuiging invloed acties (guiding)

- In welke mate beïnvloedt dit jouw acties?
- Wat voor standaarden/richtlijnen in acties gebruik je

*Appendix C**360-degree feedback methodology*Deel 1: feedback methodiek voor collega's

Link: <https://forms.gle/J2w7PdPEts1LfiSv9>

360 graden feedback

Onderzoek naar de persoonlijke interpretatiekaders en acties van leiders in onderwijsinnovaties in het hoger onderwijs, door het gebruik van feedback.

* Required

Ik heb informatie over het onderzoek kunnen lezen en ik weet dat meedoen geheel vrijwillig is. Op ieder moment kan ik beslissen om toch niet mee te doen, daarvoor hoeft ik geen reden te geven. Hierbij geef ik toestemming om de verkregen gegevens uit deze vragenlijst te gebruiken. *

Check all that apply.

- Akkoord

Ik ben betrokken bij de opleiding.. *

Check all that apply.

- ICT
- Mondzorgkunde
- Commerciele economie
- Ondernemerschap en retailmanagement
- Gebouwde omgeving
- Other:

Naam innovatie leider: *

Transformationeel leiderschap

Leiderschap is belangrijk in de uitvoering van onderwijsinnovaties. Uit onderzoek blijkt dat het toepassen van transformationeel leiderschap een omgeving kan creëren waarin innovatie en creativiteit centraal staat. Transformationele leiderschap bestaat uit de drie onderstaande dimensies. Geef aan in welke mate jouw leider dit toepast.

Visie identificeren

nooit heel soms regelmatig vaak

Benoemt met een paar eenvoudige woorden wat we kunnen en zouden moeten doen

Helpt anderen betekenis te vinden in hun werk

Spreekt enthousiast over wat bereikt moet worden

Articuleert een heldere visie voor de toekomst

Intellectuele stimulatie

nooit heel soms regelmatig vaak

Laat anderen ideeën heroverwegen

Stelt nieuwe manieren voor om problemen op te lossen

Bevraagt kritische assumpties om te zien of deze geschikt zijn

Individuele support

nooit heel soms regelmatig vaak

Helpt anderen om verder te ontwikkelen

Laat anderen weten hoe hij of zij denkt dat ze het doen

Spendeert tijd aan het onderwijzen en coachen

Benadert en behandelt collega's met de gedachte dat dit individuen zijn met verschillende behoeften, capaciteiten en ambities

Persoonlijk interpretatiekader

Elk persoon heeft te maken met een persoonlijk interpretatie kader van waaruit wordt gehandeld. Dit verwijst naar het geheel van opvattingen waardoor, in dit geval leiders, concrete beroepssituaties waarnemen, er betekenis aan geven en erin handelen. Die opvattingen opereren als een soort bril waarvan uit een leider te werk gaat. Uit verschillende diepte interviews zijn een aantal kaders naar voren gekomen. Geef aan in welke mate jouw leider deze kaders wel of niet toepast in het uitvoeren van onderwijsinnovaties.

Is gericht op het creëren van een veilige werkomgeving

.

1 2 3 4

nooit vaak

Is gericht op het kiezen van de juiste/zinvolle strijd (choose your battles)

1 2 3 4

nooit vaak

Is gericht op het denken in hoofdlijnen

1 2 3 4

nooit vaak

Is gericht op het geven van duidelijkheid

1 2 3 4

nooit vaak

Is gericht op het streven naar eerlijkheid

1 2 3 4

nooit vaak

Is gericht op het vasthouden of sturen in innovaties

1 2 3 4

nooit vaak

Is gericht op loyaliteit naar elkaar toe

1 2 3 4

nooit vaak

Is gericht op het meenemen van mensen in de innovatie

.

1 2 3 4

nooit vaak

Is gericht op het overtuigen van en door mensen

1 2 3 4

nooit vaak

Is gericht op het samen werken aan een innovatie

1 2 3 4

nooit vaak

Is gericht op het creëren van een realistische situatie

1 2 3 4

nooit vaak

Werkt vanuit de gedachte dat algemene consensus niet bereikt kan worden

1 2 3 4

nooit vaak

Werkt vanuit de gedachte dat relativeren belangrijk is

1 2 3 4

nooit vaak

Werkt vanuit de gedachte dat relaties ineffectief zijn

1 2 3 4

nooit vaak

Is gericht op verantwoordelijkheid

.

1 2 3 4

nooit vaak

Is gericht op het zelf laten vinden van antwoorden

1 2 3 4

nooit vaak

Reflectie en feedback

De persoonlijke interpretatiekaders kunnen verbeterd worden door reflectie, door het aanpassen van een kader naar een betere professionele realiteit. Een manier daarin is het gebruik van feedback. Geef aan in welke mate reflectie en feedback een rol spelen voor jouw innovatie leider.

nooit heel soms regelmatig vaak

Bespreekt eigen werkwijze en houding

Overziet de gevolgen van zijn of haar handelen voor
zichzelf en anderen

Staat open voor nieuwe informatie en uit dit naar
anderen

Kan omgaan met adviezen en accepteert hulp

Vraagt om feedback en gebruikt dit om te leren

Deelt informatie met anderen

Geeft fouten toe

Dank voor je deelname!

Mocht je nog aanvullende tips of tops hebben voor je leider van onderwijsinnovaties, laat deze dan hier achter

.

Deel 2: feedback methodiek voor de innovatie leiders

Link: <https://forms.gle/2ufkAzwsz1YJdcxf7>

360 graden feedback

Onderzoek naar de persoonlijke interpretatiekaders en acties van leiders in onderwijsinnovaties in het hoger onderwijs door het gebruik van feedback.

* Required

Ik heb informatie over het onderzoek kunnen lezen en ik weet dat meedoen geheel vrijwillig is. Op ieder moment kan ik beslissen om toch niet mee te doen, daarvoor hoef ik geen reden te geven. Hierbij geef ik toestemming om de verkregen gegevens uit deze vragenlijst te gebruiken. *

Check all that apply.

- Akkoord

Naam *

Transformationeel leiderschap

Leiderschap is belangrijk in de uitvoering van onderwijsinnovaties. Uit onderzoek blijkt dat het toepassen van transformationeel leiderschap een omgeving kan creëren waarin innovatie en creativiteit centraal staat. Transformationele leiderschap bestaat uit de drie onderstaande dimensies. Geef aan in welke mate je dit toepast.

Visie identificeren

nooit heel soms regelmatig vaak

Met een paar eenvoudige woorden benoem ik wat we kunnen en zouden moeten doen.

Ik help anderen betekenis te vinden in hun werk.

Ik spreek enthousiast over wat bereikt moet worden

Ik articuleer een heldere visie voor de toekomst

Intellectuele stimulatie

nooit heel soms regelmatig vaak

Ik laat anderen ideeën heroverwegen

Ik stel nieuwe manieren voor om problemen op te lossen

Ik bevraag kritische assumpties om te zien of deze geschikt zijn

Individuele support

nooit heel soms regelmatig vaak

Ik help anderen zichzelf te ontwikkelen

Ik laat andere weten hoe ik denk dat ze het doen

Ik spenderen tijd aan het onderwijzen en coachen

Ik benader en behandel collega's met de gedachte dat dit individuen zijn met verschillende behoeften, capaciteiten en ambities

Persoonlijk interpretatiekader

Elk persoon heeft te maken met een persoonlijk interpretatie kader van waaruit wordt gehandeld. Dit verwijst naar het geheel van opvattingen waardoor, in dit geval leiders, concrete beroepssituaties waarnemen, er betekenis aan geven en erin handelen. Die opvattingen opereren als een soort bril waarvan uit een leider te werk gaat. Uit verschillende diepte interviews zijn een aantal kaders naar voren gekomen. Geef aan in welke mate je deze kaders toepast in het uitvoeren van onderwijsinnovaties

Gericht op het creëren van een veilige werkomgeving

1 2 3 4

nooit vaak

Gericht op het kiezen van de juiste/zinvolle strijd (choose battles wisely)

1 2 3 4

nooit vaak

Gericht op het denken in hoofdlijnen

1 2 3 4

nooit vaak

Gericht op het geven van duidelijkheid

1 2 3 4

nooit vaak

Gericht op het streven naar eerlijkheid

1 2 3 4

nooit vaak

Gericht op het vasthouden of sturen in innovaties

1 2 3 4

nooit vaak

Gericht op loyaliteit naar elkaar toe

1 2 3 4

nooit vaak

Gericht op het meenemen van mensen in de innovatie

1 2 3 4

nooit vaak

Gericht op het overtuigen van en door mensen

1 2 3 4

.

nooit vaak

Gericht op het samen werken aan de innovatie

1 2 3 4

nooit vaak

Gericht op het creëren van een realistische situatie

1 2 3 4

nooit vaak

Ik werk vanuit de gedachte dat algemene consensus niet bereikt kan worden

1 2 3 4

nooit vaak

Ik werk vanuit de gedachte dat relativeren belangrijk is

1 2 3 4

nooit vaak

Ik werk vanuit de gedachte dat relaties ineffectief zijn

1 2 3 4

nooit vaak

Gericht op verantwoordelijkheid

1 2 3 4

nooit vaak

Gericht op het zelf laten vinden van antwoorden

1 2 3 4

.

nooit vaak

Reflectie en feedback

De persoonlijke interpretatiekaders kunnen verbeterd worden door reflectie, door het aanpassen van een kader naar een betere professionele realiteit. Een manier daarin is het gebruik van feedback. Geef aan in welke mate reflectie en feedback een rol speelt tijdens innovaties.

nooit heel soms regelmatig vaak

Ik bespreek mijn eigen werkwijze en houding

Ik overzie de gevolgen van mijn handelen voor mijzelf en anderen

Ik sta open voor nieuwe informatie en uit dit naar anderen

Ik kan omgaan met adviezen en accepteer hulp

Ik vraag om feedback en gebruik dit om te leren

Ik deel informatie met anderen

Ik geef fouten toe

Dank voor je deelname

Appendix D
Emails 360-degree feedback methodology

Deel 1

Beste ...,

Hierbij stuur ik je de feedback methodiek toe met het verzoek om deze in te vullen. Zoals besproken wil ik je vragen de methodiek naar 5 collega's te sturen om zo 360 graden feedback te verzamelen. Let op: de methodiek die voor jou is bedoeld staat in dit bericht, de methodiek voor jouw collega's ontvang je in het mailtje hierna. De twee versies bestaan vanwege een verschil in formulering. Zou je het mailtje dat je hierna ontvangt willen doorsturen naar 5 collega's.

De vragen zijn opgebouwd uit een literatuuronderzoek en uitkomsten van de verschillende diepte-interviews. Om het voor jezelf zo leerzaam mogelijk te maken, wil ik je vragen de vragenlijst zo eerlijk/kritisch mogelijk in te vullen.

Het zal een kleine 10 minuten duren om alle vragen in te vullen. De deadline voor de vragenlijst staat op maandag 8 april 12.00 uur. Mocht je nog vragen hebben kan je mailen naar nathalie.j.rikkers@gmail.com of bellen naar 06-19911205.

Link vragenlijst: <https://forms.gle/VoXFAKJcVuWqcAt69>

Alvast bedankt!

Groeten,

Nathalie Rikkers

Deel 2

Hoi,

Hierbij de informatie en link die doorgestuurd mag worden naar je collega's.

Goedemiddag,

Mijn naam is Nathalie Rikkers en ik ben master studente onderwijswetenschappen aan de Universiteit Utrecht. Op dit moment ben ik bezig met een masterthesis over de persoonlijke interpretatiekaders en acties van leiders in onderwijsinnovaties in het hoger onderwijs, door het gebruik van feedback. Hiervoor heb ik de afgelopen tijd met verschillende innovatieleiders gesproken. Een tweede stap is het opvragen van feedback bij collega's. Onlangs heb ik met jouw innovatieleider gesproken en wil ik je daarom vragen deze vragenlijst in te vullen, om zo feedback te geven.

De informatie uit deze vragenlijst zal worden teruggekoppeld naar de betreffende innovatieleider en gebruikt worden voor het onderzoek. Hierbij zal anonimiteit worden gewaarborgd. De vragen zijn gebaseerd op literatuuronderzoek en uitkomsten van de diepte-

interviews. Het invullen van deze vragenlijst zal ongeveer 10 minuten duren. De vragenlijst blijft open tot maandag 8 april 12.00 uur.

Mocht je nog vragen hebben kan je mailen naar nathalie.j.rikkers@gmail.com of bellen naar 06-19911205.

Link vragenlijst: <https://forms.gle/Z2b8u5QYdyug9e68A>

Alvast erg bedankt!

Groeten,

Nathalie Rikkers

Deel 3

Goedemorgen,

Dank voor het invullen en rond sturen van de methodiek. Totaal hebben 4 collega's feedback gegeven. In het bijgevoegde bestand zijn de resultaten in grafieken weergeven. Hierbij is het resultaat van alle collega's bij elkaar steeds als gemiddelde genomen. Hieronder een korte uitleg om de resultaten makkelijk en juist te interpreteren.

Transformationeel leiderschap:

Zoals je hebt gezien is een deel van de vragenlijst besteed aan vragen over transformationeel leiderschap. Uit onderzoek blijkt dat het toepassen van transformationeel leiderschap een omgeving kan creëren waarin innovatie en creativiteit centraal staat. Transformationele leiderschap bestaat uit de drie dimensies namelijk visie creëren, intellectuele stimulatie en individuele support. Het toepassen van leiderschapsstijl is dus bevorderlijk voor innovatie maar hangt bovendien ook samen met het persoonlijk interpretatiekader. Vanwege een kadering in het onderzoek zijn andere leiderschapsstijlen verder niet meegenomen.

Overtuigingen:

Op basis van alle diepte-interviews zijn verschillende interpretatiekaders naar voren gekomen. In de methodiek heb je zelf beoordeeld in welke mate dit zichtbaar is in je dagelijkse handelen. Ook hebben collega's hierop beoordeeld. Het is hierbij interessant om te kijken naar overtuigingen die sterk overeenkomen of juist verschillen in de beoordeling.

Reflectie en feedback:

Het laatste onderdeel is gericht op reflectie en feedback. Hierbij is een algemeen gemiddeld cijfer beschreven en het antwoord per vraag. Uit onderzoek blijkt dat reflectie en feedback positief invloed hebben op het verbeteren of bijstellen van interpretatiekaders, om deze reden is gevraagd in welke mate dit plaatsvindt en op welke manier.

Tenslotte hadden collega's de mogelijkheid tips/tops te benoemen. Mocht dit gedaan zijn staat het onderaan de resultaten beschreven.

.

Mocht je nog vragen hebben hoor ik het graag. In het tweede interview zullen we het gesprek voeren aan de hand van deze resultaten.

Groeten,

Nathalie Rikkers

Appendix E
Topic list second round interviews

Resultaten bespreken:

- Wat valt je op aan de resultaten?
- In hoeverre komen de resultaten overeen met je verwachtingen?
- Vind je de resultaten passen bij je manier van leiding geven?
- Hoe was het om op deze manier informatie te verzamelen?

Persoonlijk Interpretatiekader:

> 3 kaders

Zijn deze bevestigd of ontkracht? Waarom?

- Afgelopen keer hebben wij de richt picture gemaakt. Hoe sta je daar nu in na de feedback?
- Hebben de resultaten inzichtelijk gemaakt of andere kaders aanwezig zijn?
- Zo ja, wat voor inzichten?
- Zo nee, hoe kan dit komen?
- Heeft deze methode ervoor gezorgd dat je bepaalde interpretatiekaders hebt aangepast? Kan je dit toelichten
- Wat is je grootst ontdekking/inzicht door deze methodiek?
- Wat zou voor jou een aanvulling zijn in deze methode? Is het voldoende dat je dit zo ophaalt?

Feedback:

- Hoe ga je normaal gesproken om met feedback?
- In welke mate is er vertrouwen aanwezig om feedback te ontvangen?
- Hoe kunnen de resultaten je helpen een innovatie beter te laten lopen?
- Hoe draagt dit bij aan je leiderschapsontwikkeling?

*Appendix F**Results of the 360-degree feedback*

Theme	Participant	Self-score	Score colleagues
Transformational Leadership			
Identifying a vision	1	2.5	3.65
	2	3	3.33
	3	2.75	2.75
	4	3.25	2.63
	5	3	3.63
Intellectual stimulation	1	2.33	3.47
	2	2.67	3
	3	2.67	2.58
	4	3	2.83
	5	3	3.10
Providing individual support	1	2.25	3.75
	2	2.5	2.67
	3	2.75	2.81
	4	2.5	2.5
	5	3	3.38
Personal Interpretative Frames			
Loyalty	1	3	4
	2	3	3.33
	3	3	2.5
	4	2	2.5
	5	3	3.75
Collaboration	1	3	3.75
	2	3	3.67
	3	3	3
	4	2	2.5
	5	4	4
Safety	1	3	4
	2	4	3.67
	3	4	2.75
	4	3	2.25
	5	3	4
Taking people within an innovation	1	4	3.2
	2	3	3
	3	3	2.25
	4	2	2.25
	5	3	3.5
Choose your battles	1	2	3.2
	2	4	2.33
	3	3	3.5
	4	4	2.5
	5	2	3.25

Consensus is not possible	1	2	2.6
	2	2	1.33
	3	4	4
	4	4	3.5
	5	3	3
Realistic thinking	1	3	3.8
	2	2	3.33
	3	3	3.25
	4	3	3
	5	3	3.5
High responsibility	1	2	3.2
	2	3	4
	3	4	3
	4	3	2.5
	5	3	3.75
Limited effectiveness of relations	1	1	1.20
	2	1	1
	3	1	1.25
	4	2	2
	5	1	2.25
Convincing	1	2	3.6
	2	3	2.33
	3	3	2.5
	4	3	3
	5	4	3.25
Creating clarity	1	3	3.8
	2	4	3.33
	3	3	2.75
	4	3	2.25
	5	4	3.75
Thinking in mainlines	1	3	3.2
	2	4	3.67
	3	3	3.25
	4	3	3
	5	4	3.25
Relativizing	1	3	3.2
	2	3	2.75
	3	4	3
	4	4	3.33
	5	2	3.5
Stimulating to find own answers	1	2	3.25
	2	3	3.33
	3	3	1.25
	4	2	2.25
	5	3	3.25
Reflection & Feedback	1	3.14	3.57
	2	3.29	3.43
	3	3.14	2.75

4	3	2.68
5	3.43	3.57

*Appendix G**Timetable*

January 2019		Finish research plan
February 2019	week 1+2	finish the interview guides. Wait for grade of research plan
	week 3+4	finish interviews guides Plan the interviews with participants
March 2019	week 1+2	perform the first 5 interviews and process them
	week 3	process interviews. Start creating methodology
	week 4	finish methodology. test run
April 2019	week 1+2	send methodology to participants. write results first RQ 1
	week 3+4	perform 5 interviews and process them
May 2019	20 th of may	process interviews Write results, conclusion, and discussion of the research Hand-in concept version
June 2019	11 th Deadline	

*Appendix H**Risk analysis*

The execution of this study can contain several potential risks for a proper and timely completion of the research project. Firstly, the risk of time will be discussed. The study presents three different procedures who are related to each other. There is a risk that one of the procedures will delay. To ensure that this risk will not occur a good time planning is made and agreements are made with the contact person of the higher education. Secondly, a possible risk is the construction of the 360-degree methodology. Limited time is available to make a solid methodology. To ensure that this risk is prevented of an bad methodology it will be tested for two times. Finally, a possible risk is the cooperation with the higher education in the Netherlands. They have personal interests in a good research with the results of methodology that can be used in practice. However, there is a risk that they want to influence the study to be performed in a quick way. To prevent this risk, expectations and goals are discussed with each other.

*Appendix I**Audit trail*

Together with an student of the master educational sciences at the Utrecht University an audit trail is performed in order to optimize the coding process in this study. This is done to increase the reliability of this study. First of all an list is made with different codes that are related to one subject. Secondly, the student had to name all the quotes into one subject. Subsequently, this result is discussed with the researcher. Based on the audit trail confirmations are find such as the frame of collaboration which was an obviously and clear code. It also find that the coding of loyalty was a little bit unclear because the researcher coded it safety and less to loyalty. To solve this issue, this code is more explicitly described in the results.

Examples:

Collega M is ook mijn naaste collega waarmee ik dat thema en eigenlijk die innovatie leidt. Aan de ene kant voel ik precies hetzelfde als deze collega maar ik zit hier wel met 2 petten op. Het voelt voor mij alsof ik wel mijn goedkeuring hiervoor heb gegeven om dit zo te doen. Dus ik wil eigenlijk collega M niet afvallen die het onderwijs gemaakt en herschreven heeft. Dat voelde eigenlijk ook niet helemaal goed.

Ik merk dat ik daar meer ruimte probeer in te nemen om zo meer sturing te geven. Ook omdat het een collega is die nog niet zo lang bij ons werkt. Dat vraagt ze ook van mij en ik mag die rol wel pakken. Ik vind het soms wel lastig.

Weer met die loyaliteit te maken. Ik vind het wel zo eerlijk om eerst mijn directe collega op de hoogte te stellen van iets wat ik ook ervaren heb. Ik zou het hypocriet vinden als ik iedereen gelijk beantwoord.

Ja dat zit ook meer dat ik wil zorgen voor een veilige situatie. Dat komt door een ervaring die ik als kind heb meegemaakt in een nieuwe schoolklas. Ik neem dat altijd sterk mee als ik in groepen werk. Ik vind het belangrijk dat er veiligheid heerst. Dat mensen wel de dingen kunnen zeggen zonder dat een ander daar een oordeel over heeft. Of dat ik daar ook een oordeel over heb.

Ja en ook met collega's veiligheid creëren. Ik ben altijd wel de persoon die soms iets te makkelijk mee beweegt. Iets te flexibel is. Aan de andere kant heeft me dat ook wel verder

.

gebracht

- Veiligheid. Collega niet voor het hoofd willen stoten. Kan gekoppeld worden.
Loyaliteit negatieve kant daarvan. Nu gaat het ten koste van iets (kwaliteit).

Maar een ander belangrijk aspect vind ik dat samenwerking mogelijk is. Ik vind het voordeel van mijn huidige leidingstijl dat ik juist samen met collega's dingen kan ondernemen. Het is geen hiërarchie van projectleider met daaronder een paar mensen, maar dat het juist iets is wat we met elkaar doen

We zijn met elkaar verantwoordelijk en dat moeten we ook nemen. Het is niet alleen mijn probleem laat ik het zo zeggen.

Ik wil het niet alleen doen. Ik kan en wil dat niet alleen doen. Ik heb mensen nodig. Ik vind het altijd fijn om met mensen te werken zodat je getriggerd wordt en het scherper neerzet.

Ik vind dat we samen een opleiding moeten ontwikkelen, alleen daar heb je opvatting van mijn manager die dat absoluut niet vind.

- Antwoord: Samenwerking, gedeelde verantwoordelijkheid

Ja. Streven naar consensus is een zinloos geheel. Dat gaat toch niet werken er is altijd wel iemand die tegen is. Al is het maar omdat de rest voor is

Ja stap je in of niet in de verandering. Je hebt een keuze. Je mag aangeven op wat voor manier je erin wilt en wat voor rol je wilt maar we gaan veranderen en binnen een jaar gaan we een nieuw curriculum inzetten. Als we dit niet doen gaan we ergens in een constructie komen van het niet maken van keuzes. We gaan dus niet op basis van unanimiteit tot verandering komen.

Het is voor mij een bepaald gevoel. In ons team zit het idee dat we altijd op basis van consensus willen beslissen. Ik had zo iets van dat als wij dat zo gaan doen geen goed resultaat neerzetten waarbij iedereen ontevreden is en niemand erachter staat. Het inzicht is toen gekomen dat veel moet veranderen. Als jij dus maar een klein beetje wil veranderen en daar veel tijd voor wilt nemen moet jij niet nu vooraan in de bus gaan zitten

Inderdaad dat werkt gewoon niet. Ik heb ze dat ook voorgelegd. Om een eerste stap te maken hebben we misschien een andere groep mensen nodig dan voor de uitwerking. Uiteindelijk heb ik besloten met kern- en deelteams te werken

Mijn overtuiging is dat je beter met een aantal mensen kan doordenken en desnoods met iets kan komen wat volledig van tafel wordt geveegd. Want dan wordt wel duidelijk waarom het idee niet wordt gebruikt

- Antwoord: niet iedereen gaat mee in de verandering, consensus niet altijd mogelijk,

*Appendix J**FETC form*

Read the Dutch code of conduct of the Association of Universities in the Netherlands (VSNU) (version 2018) and the dilemmas taken from the 2012 code of conduct (see Blackboard). Describe three comparable dilemmas which you could encounter in your thesis research. Answer the following questions in no more than 750 words:

- Which three dilemmas might you encounter in your thesis research?
- Do the dilemmas relate to scrupulousness, reliability, verifiability, impartiality or independence?
- Indicate your preferred action, whether and how you would engage the help of others here.

- Resultaten uit de 360 feedback methodologie kunnen gevoelige informatie bevatten die mogelijke consequenties kunnen hebben op iemands functioneren.

Dit dilemma valt onder onpartijdigheid Als onderzoeker is het mijn taak verdere vooroordelen te laten gaan en op die manier onpartijdig te zijn. Ook valt dit dilemma onder betrouwbaarheid. Doordat gevoelig informatie wordt opgehaald is aan het mij als onderzoeker de taak hier betrouwbaar mee om te gaan.

Om dit dilemma op te vangen heb ik de intentie voorafgaand aan het onderzoek duidelijk te maken richting participanten dat dergelijke informatie niet gedeeld zal worden met mensen die daar geen recht toe hebben.

- In dit onderzoek vindt een samenwerking plaats met de Hogeschool. Mijn contactpersoon heeft in de uitkomsten van dit onderzoek verschillende belangen doordat het kan bijdragen aan zijn verdere onderzoek. Voor deze reden is er een kans dat dit het onderzoek beïnvloed.

Dit dilemma heeft te maken met de onafhankelijkheid van de onderzoeker en het onderzoek. Onafhankelijkheid past hier het beste bij omdat er dus een kans is dat beïnvloedingen van betrokken partijen kan plaats vinden.

Om dit te voorkomen probeer ik zoveel mogelijk duidelijke afspraken te maken. Daarnaast probeer ik bewust bepaalde suggesties af te wegen op onafhankelijkheid. Dit in samenspraak met medestudenten tijdens de verschillende supervisies of in informeel verband.

- Het verwerken van opgedane informatie moet op een veilige en betrouwbare manier worden opgeslagen en de gedeelde informatie moet op een manier worden gedeeld dat de anonimiteit van de participanten niet in het geding komt.

Ook dit dilemma valt onder betrouwbaarheid. Om hiermee om te gaan wordt de data zo geanonimiseerd dat het niet te achterhalen is welke participanten hebben

deelgenomen aan het onderzoek. Daarnaast wordt de date op een veilige manier opgeslagen om te voorkomen dat dit op verkeerde plekken terecht komt.

APPLICATION FORM FOR THE ASSESSMENT OF A RESEARCH PROTOCOL BY THE FACULTY ETHICS REVIEW BOARD (FERB) OF THE FACULTY OF SOCIAL AND BEHAVIOURAL SCIENCES

General guidelines for the use of this form

1. This form can be used for a single research project or a series of related studies (hereinafter referred to as: "research programme"). Researchers are encouraged to apply for the assessment of a research programme if their proposal covers multiple studies with related content, identical procedures (methods and instruments) and contains informed consent forms and participant information, with a similar population. For studies by students, the FERB recommends submitting, in advance, a research programme under which protocol multiple student projects can be conducted so that their execution will not be delayed by the review procedure. The application of such a research programme must include a proper description by the researcher(s) of the programme as a whole in terms of the maximum burden on the participants (e.g. maximum duration, strain/efforts, types of stimuli, strength and frequency, etc.). If it is impossible to describe all the studies within the research programme, it should, in any case, include a description of the most invasive study known so far.
2. Solely the first responsible senior researcher(s) (from post-doctoral level onwards) may submit a protocol.
3. Any approval by the FERB is valid for 5 years or until the information to be provided in the application form below is modified to such an extent that the study becomes more invasive. For a research programme, the term of validity is 2 years and any extension is subject to approval. The researcher(s) and staff below commit themselves to treating the participants in accordance with the principles of the Declaration of Helsinki and the Dutch Code of Conduct for Scientific Practices as determined by the VSNU Association of Universities in the Netherlands (which can both be downloaded from the FERB site on the Intranet¹) and guarantee that the participants (whether decisionally competent or incompetent and/or in a dependent relationship vis-a-vis the researcher or not) may at all times terminate their participation without any further consequences.
4. The researcher(s) commit themselves to maximising the quality of the study, the statistical analysis and the reports, and to respect the specific regulations and legislation pertaining to the specific methods.
5. The procedure will run more smoothly if the FERB receives all the relevant documents, such as questionnaires and other measurement instruments as well as literature and other sources on studies using similar methods which were found to be ethically acceptable and that testify to the fact that this procedure has no harmful consequences. Examples of studies where the latter will always be an issue are studies into bullying behaviour, sexuality, and parent-child relationships. The FERB asks the researcher(s) to be as specific as possible when they answer the relevant questions while limiting their answers to 500 words maximum per question. It is helpful to the FERB if the answers are brief and to the point.
6. **Our FAQ document that can be accessed through the Intranet provides background information with regards to any questions.**

¹ See: <https://intranet.uu.nl/facultaire-ethische-toetsingscommissie-fetc>

7. The researcher(s) declare to have described the study truthfully and with a particular focus on its ethical aspects.

Signed for approval²:

Date: 17-1-2019

A. GENERAL INFORMATION/PERSONAL DETAILS

1.

- a. a. Name(s), position(s) and department(s) of the responsible researcher(s):
Name: Nathalie Rikkers

Position: masterstudent

Department: Educational Sciences

2. Title of the study or research programme - Does it concern a single study or a research programme? Does it concern a study for the final thesis in a bachelor's or master's degree course?:

Single study for the final thesis in a master degree.

3. Type of study (with a brief rationale):

- qualitative

4. Grant provider:

Hogeschool Utrecht

5. Intended start and end date for the study:

Februari 2019- June 2019

6. Research area/discipline:

Learning in organisations/ classroom processes

7. For some (larger) projects it is advisable to appoint an independent contact or expert whom participants can contact in case of questions and/or complaints. Has an independent expert been appointed for this study? no

8. Does the study concern a multi-centre project, e.g. in collaboration with other universities, a GGZ mental health care institution, a university medical centre? Where exactly will the study be conducted? By which institute(s) are the executive researcher(s) employed?:

Hogeschool Utrecht

² The senior researcher (holding at least a doctoral degree) should sign here.

.

9. Is the study related to a prior research project that has been assessed by a recognised Medical Ethics Review Board (MERB) or FERB? No

B. SUMMARY OF THE BACKGROUND AND METHODS

Background

1. What is the study's theoretical and practical relevance? (500 words max.):

Limited information is written about the way of acquiring insight into leadership development. For leaders it is important to know which interpretative frames and actions are used in innovations to seek for improvements, so they can be adjusted and performances can be increased into a higher level (Harris & Kuhnert, 2007). Especially in higher educational theoretical backing is missing, it is important to know what the frames of interpretations are and how this can be influenced. Kelchtermans (2009) described in his study that more research is needed for conceptually and methodologically reasons. Understanding how leaders use feedback and acquire insight in the personal interpretative frame in educational innovations is important to gain more insight into optimizing educational innovation, what can lead to better implementation of innovation in practical situations.

2. What is the study's objective/central question?:

What are the personal interpretative frames for leaders in educational innovation? And how can a designed 360-degree feedback methodology influence this?

3. What are the hypothesis/hypotheses and expectation(s)?:

It is expected that not knowing the personal interpretative frames leads to constraints, based on the findings that it often goes wrong (Abrami et al., 2004). Through the use of feedback leaders can positively influence this and reach for leadership development to become a transformational leader.

Design/procedure/invasiveness

4. What is the study's design and procedure? (500 words max.):

(1) five in-depth interviews are performed to discover the different interpretation frames, (2) an instrument has been developed and tested, the behavior of innovation leaders becomes clear by the concepts of transformational leadership, personal interpretative framework, and feedback and finally (3) the effects of the designed methodology are tested through 5 in-depth interviews to see if insight in the underlying personal interpretation framework are acquired

5.

.

- a. Which measurement instruments, stimuli and/or manipulations will be used?³:

In-depth interviews

360-degree feedback

- b. What does the study's burden on the participants comprise in terms of time, frequency and strain/efforts?:

The five participants perform the interviews two times.

- c. Will the participants be subjected to interventions or a certain manner of conduct that cannot be considered as part of a normal lifestyle?:

no

- d. Will unobtrusive methods be used (e.g. data collection of uninformed subjects by means of observations or video recordings)?:

no

- e. Will the study involve any deception? If so, will there be an adequate debriefing and will the deception hold any potential risks?:

No not expected

6. Will the participants be tested beforehand as to their health condition or according to certain disorders? Are there any inclusion and/or exclusion criteria or specific conditions to be met in order for a participant to take part in this study?: Participants are not tested on their health condition.

Participants can only participate in this study if they function as educational innovation leader.

7. Risks for the participants -

- a. Which risks does the study hold for its participants?:

Sensitive information can be found. The 360 degree feedback tool can address problems in real life.

- b. To what extent are the risks and objections limited? Are the risks run by the participants similar to those in daily life?: The risk are similar to those in daily life. The possible risks is information that influences practices so needs to be found.

8. How does the burden on the participants compare to the study's potential scientific contribution (theory formation, practical usability)?: It is of great value. First of all it would give scientific insight

³ Examples: invasive questionnaires; interviews; physical/psychological examination, inducing stress, pressure to overstep important standards and values; inducing false memories; exposure to aversive materials like a unpleasant film, video clip, photos or electrical stimulus; long-term of very frequent questioning; ambulatory measurements, participation in an intervention, evoking unpleasant psychological or physical symptoms in an experiment, denial, diet, blood sampling, fMRI, TMS, ECG, administering stimuli, showing pictures, etc. In case of the use of a device (apparatus) or administration of a substance, please enclose the CE marking brochure for the relevant apparatus or substance, if possible.

in the personal interpretative frames of innovation leaders. Secondly, it has the possibility to create an methodology that can be used in many practical situations.

9. Will a method be used that may, by coincidence, lead to a finding of which the participant should be informed?⁴ If so, what actions will be taken in the case of a coincidental finding?: This is not expected.

Analysis/power

10. How will the researchers analyse the data? Which statistical analyses will be used?: The qualitative data will be analysed based on the coding principles.

11. What is the number of participants? Provide a power analysis and/or motivation for the number of participants. The current convention is a power of 0.80. If the study deviates from this power, the FERB would like you to justify why this is necessary:

10 participants. This number gives the possibility of performing in-depth interviews.

⁴ For instance: dementia, dyslexia, giftedness, depression, extremely low heartbeat in an ECG, etc. If coincidental findings may be found, this should be included in the informed consent, including a description of the actions that will be taken in such an event.

C. PARTICIPANTS, RECRUITMENT AND INFORMED CONSENT PROCEDURE

1. The nature of the research population (please tick):

1. General population without complaints/symptoms

2. General population with complaints/symptoms

3. Patients or population with a diagnosis (please state the diagnosis)

2. Age category of the participants (please tick):

- **18 years or older**
- 16-17 years
- 13-15 years
- 12 years or younger

3. Does the study require a specific target group? If so, justify why the study cannot be conducted without the participation of this group (e.g. minors): No

4. Recruitment of participants -

- a. How will the participants be recruited?: by a contactperson of the Hogeschool Utrecht
- b. How much time will the prospective participants have to decide as to whether they will indeed participate in the study? Several days.

5. Does the study involve informed consent or mutual consent? Clarify the design of the consent procedure (who gives permission, when and how). Does the study involve active consent or passive consent? If no informed consent will be sought, please clarify the reason: The study involves an informed consent (See appendix1).

6. Are the participants fully free to participate and terminate their participation whenever they want and without stating their grounds for doing so?: Yes

7. Will the participants be in a dependent relationship with the researcher?: No

8. Compensation

- a. Will the participants be compensated for their efforts? If so, what is included in this recompense (financial reimbursement, travelling expenses, otherwise). What is the amount? No participants will not be compensated
- b. Will this compensation depend on certain conditions, such as the completion of the study? N.v.t.

D. PRIVACY AND INFORMATION

1. a. Will the study adhere to the requirements for anonymity and privacy, as referred to in the Faculty Protocol for Data Storage⁵?:

⁵ This can be found on the Intranet: <https://intranet.uu.nl/wetenschappelijke-integriteit-facultair-protocol-dataopslag>

- anonymous processing and confidential storage of data (i.e. storage of raw data separate from identifiable data): yes/no
- the participants' rights to inspect their own data: yes/no
- access to the data for all the researchers involved in the project: yes/no

If not, please clarify.

- b. Has a Data Management Plan been designed?

Not yet. Data will be stored in the cloud of the Utrecht University.

2. a. Will the participant be offered the opportunity to receive the results (whether or not at the group level)?: Yes

- c. Will the results of the study be fed back to persons other than the participants (e.g. teachers, parents)?: No

3.

- a. Will the data be stored on the faculty's data server?: yes/no

- b. Will the data that can be traced back to the individual be stored separately on the other faculty server available for this specific purpose? Yes

E. ADDITIONAL INFORMATION

F. FORMS TO BE ENCLOSED (CHECKLIST)

- Text (advert) for the recruitment of participants
- Information letter for participant
- Informed consent form for participants
- Written or oral feedback information (debriefing text)
- (Descriptions of) questionnaires
- (Descriptions of) measurement instruments/stimuli/manipulations
- Literature/references

Signature(s):⁶

Date and place:

Utrecht, 17-1-2019

Name, position:

Nathalie Rikkers, Master student Educational Sciences

⁶ The senior researcher (holding at least a doctoral degree) should sign here.