

The Dynamics of Shared Leadership in Institutional Management: The Case of Public Universities in Uganda

Denis Sekiwu

Lecturer, Faculty of Science and Education
Busitema University. Tororo, Uganda.

Victoria Tamale Kaggwa

Lecturer, College of Education and External Studies (CEES)
Makerere University, Uganda. Kampala.

ABSTRACT

This study investigated the dynamics of shared leadership in university management in Uganda. Using data from two public universities and a sample of 100 participants, the results from a univariate analysis show that, the practice of shared leadership in university has since improved but much felt at the lower and middle-line management levels. Employing a Factor Analysis, a host of factors influencing shared leadership in a university management context have been reduced whereby institutional cohesion, expert contacts and shared responsibility are highly valued factors; mutual support, communicating institutional expectations, and autonomy and self-management are moderately valued factors; while networking for a common institutional vision is least valued as motivators of shared leadership in university management in Uganda. The researchers concluded that shared leadership can be optimally practiced where a participative management model prevails to allow room for the vertical distribution of authority throughout all the institutional structures.

Key words: Shared Leadership, Participative Management, Teambuilding, Empowering teams, University Management

INTRODUCTION

For time immemorial, universities have been code-named bureaucracies with traditional management structures that are too centralized (Halal, 1994; Hatch, 1997). In these traditional management structures, the top management is a central figure setting the vision, communicating policy, and enforcing institutional control and reform (Bass, 1990; Aime, Humphrey, DeRue & Paul, 2013). Traditional management implies that the ideal organization is orderly and stable, that the organizational process can and should be engineered so that things run like clockwork (Kouzes & Posner, 1997). Today, the traditional emphasis on centralized management is being challenged by a normative preference for shared leadership in the modern organization (Bush, 2003; Singh, 2005). Shared leadership is a collaborative process that entails the devolution of powers to lower staff and other stakeholders in order for them to become an integral part of the vertical leadership processes of the institution that are guided by the institution's shared vision (Sergiovanni, 1991).

Why is shared leadership vital in university management in Uganda today? Shared leadership is an increasingly powerful leadership approach that encourages collective governance and management of institutions whose structures are getting complex on a daily basis due to increased enrolments leading to tight departmentalization and democratizing of education service delivery (AEL, 2005; Caramanica & Rosenbecker, 1991; Cohen, Chang, & Ledford, 1997). The issue of democratizing education service delivery is taking center-stage in today's

globalized university education landscape, citizenship and internationalization. For example, the UNESCO World Conference on Higher Education documents that the 21st Century will go down in history as the period where the globalization shifts have had their most spectacular impacts on university education, with an over six-fold increase in student enrolment in universities worldwide (UNESCO, 1998 & 2004). In 1990 for example, there were 93.1 Million students in higher education of whom 44.2 Million were female. By 2006, there were 144.1 Million students of whom 71.9 Million were female, which is a total growth of 51 Million (Kasozi, 2009).

As a result, globalization shifts in the democratizing of university education delivery and management are increasingly rampant to remedy the soaring numbers (Muyingo, 2004; Saint, 2009). Since the 1990s, the Ugandan government could no longer fund university education due to the high cost of education arising from the soaring student enrolments (Tables, 1&2).

Table 1: Growth in Student Enrolment at the Tertiary level since 2000

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Studs	60,000	65,000	80,000	85,836	108,295	124,313	137,190	155,082	160,091	173,369	183,985	198,066

Source: National Council for Higher Education

Subsequently, the Structural Adjustment Policies (SAPs) were introduced where cost-sharing was recommended by the Education Policy Review Commission of 1987 as a solution to the university financing problems of the State (Kasozi, 2009), as well the emergency of the private sector in funding and management of university education because of budgetary cuts in government expenditure to public universities (Passi, 1994). This marketization of university education promotes the private sense of higher education. Higher education which was a public good, now becomes partly a private good (Albrow, 2006; Altbach, 2008). This implies that quality of university education and relevance has to increase in order to provide a stronger financial base and for the mushrooming universities to compete favourably within now a perfectly competitive environment for university education (Kasenene, 2009; Singh, 2011).

Table 2: Percentage Student Enrolment in Public and Private Universities in Uganda

Institution	Academic Year					
	2003/4		2004/5		2005/6	
	No.	%	No.	%	No.	%
Public	45,566	67.9	55,763	71.4	56,005	60.5
Private	21,513	32.1	22,344	28.6	36,000	39.5
Total	67,079	100.0	78,107	100.0	92,605	100.0

Source: National Council for Higher Education

It is increasingly documented that an economy with increased business competition with more customer-driven service delivery needs management with greater flexibility and collaborative management strategies. But collaboration invites expert advice which is at the centre of shared leadership (Mullins, 2002). Shared leadership is one way through which the global democratic movement is precipitated throughout higher education (Baldwin 2009; Brown, 2011: 55; Garrett & Poock, 2011).

THE PROBLEM STATEMENT

However, despite the fact that shared leadership is intended to improve service quality in the way universities are governed and held accountable (Trends in Higher Education Governance, 2009; García-Aracil & Palomares-Montero, 2010; Brown, 2011), recent empirical research by Asiimwe and Steyn (2013) reveals that shared leadership is hardly practiced in university

management. This is because of the adverse internal micro-politics, limited participation of employees leading to a lack of commitment, bureaucracy reducing individual morale and performance, conflicting values due to diverse interests, centralization of authority and decision-making, insufficient funds to implement decisions, as well as low staff remuneration and morale as its major hindrances. What is the level of shared leadership practice in university management structures despite its associated hindrances? Is there any improvement in the way shared leadership is practiced in university management? What factors account for shared leadership practice?

Our paper examines whether there are any improvements in the current extent of shared leadership practice in university management in Uganda. The paper also examines the factors influencing shared leadership practice and survival as a policy intervention. But before proceeding, it is necessary to indicate how the concept of shared leadership is understood and used by previous scholars so as to distill critical variables to inform subsequent development of instrumentation.

EXTENT OF SHARED LEADERSHIP

Building shared leadership can be difficult, especially in institutions where traditional structures are deeply entrenched in institutional culture (Bauer & Brown, 2001). But available literature indicates that the extent of shared leadership is defined in many ways. First, some studies identify the extent of shared leadership as collaborative and relational processes in institutional leadership (Carson, Mosley & Boyar, 2004; Friedrich, Vessey, Schuelke, Ruark & Mumford, 2009). These above studies define the extent of shared leadership as those collectivist and non-authoritarian leadership practices in contemporary organizations (Lindgren & Packendorff 2009; Uhl-Bien 2006; Harris, 2008). They emphasize that shared leadership as the distribution of leadership responsibilities in more vertical than horizontal means. In this sensibility, shared leadership is about open dialoguing and involvement of stakeholders, democratic and decentralized and not centralized leadership (Pearce & Sims, 2000; Rawlings, 2000). Second, there are scholars like Zalenik (2002) who define the extent of shared leadership as a compact that binds those who lead and those who follow into the same moral, intellectual and emotional commitment. This compact is built through purposing. Purposing, according to Singh (2005), is what management does to bring about a cohesive, shared consensus to bond people together towards a common cause and to define themselves as a professional learning community, but sufficiently loose to allow for individual expression. Shared leadership is an attribute of purposing to let the staff know where the institution is going in terms of inclusion practices, why it is going in that direction, and some ways of getting there.

Shared leadership also bears a strong relationship with teambuilding with constructs like team autonomy, self-management and team empowerment (Pearce & Conger, 2003). In the final analysis, some researchers have defined shared leadership as a management model based on the philosophy of shared governance, where those performing the work are the ones who best know how to improve the process (Jackson, 2000; Mielonen, 2016). In teambuilding, the processes of shared leadership require that decision-makers obtain the advice of experts inside or outside the institution. The practical utilization of a variety of leaders and opportunities for leadership development should enhance prospects for shared accountability, effective empowerment, and shared decision-making (Bowring-Carr & West-Burnham, 1994). Bush (1993) identified 3 aspects in the development of shared leadership for teambuilding:

- a) Staff participate fully in the management and leadership of the institution;
- b) The quality of decision-making is improved when staff participate in the process and take lead in finding solutions to problems and

- c) The contribution of the staff or teams is important because they take the responsibility of implementing changes in policy.

There are also distinct historical contributions that have influenced the trend of shared leadership. Mary Parker Follett, for example, introduced a shared leadership approach in 1924 to management, transforming from the earlier command and control ideologies widely used in the scientific management era (Shapiro, 2003). Follett's new paradigm supported a shift from hierarchically-driven organizations to more empowered and democratic structures that valued the employee other than the task itself (Martin, 2008). This work focused on human relations and the psychology of social groups and introduced the law of the situation. Follett's law of the situation suggested that rather than simply following the person in charge, one should follow the person with the most knowledge regarding a specific situation (Pearce & Conger, 2003). Follett expressed the notion that leadership as a position of authority could be shared, and that knowledge not power, should be sought (Shapiro, 2003).

In addition, Bowers and Seashore (1966) on the four-factor theory of shared leadership suggested that influence requires support towards goal attainment, work interaction and facilitation. All these shared institutional variables may be provided by anyone in a work group for anyone else in that work group. Thus Pearce and Conger (2003) conclude on this matter saying that shared leadership can originate from mutual leadership of both supervisors and peers in groups (teams) to bear positive effectiveness on organizations.

From a theoretical standpoint, shared leadership is premised on the social exchange theory. The social exchange theory made a strong argument for the existence of influence in all social interactions. It can be inferred that influence during social interactions is not only limited to the appointed leaders but also is distributed and found in teambuilding efforts (Pearce & Conger, 2003). When team members acquire a high level of status in the team, they can contribute to the transfer of influence to other team members and across the team (Bradford & Cohen, 1998; Mielonen, 2016).

FACTORS INFLUENCING SHARED LEADERSHIP

Again literature points out different dimensions of shared leadership as the bases of organizational performance (Yukl, Gordon & Taber, 2002). Thus mention is made of the task and relation leadership orientation (Bass, 1990; Pearce & Sims, 2002). With task leadership, there is an initiating structure which refers to all activities intended to organize and structure the team members' work towards goal attainment (Ensley, Hmieleski, & Pearce, 2006; Carson, Tesluk, & Marrone, 2007). For relation leadership, consideration is focused on the extent that leaders appreciate, respect, value the opinions of, and make efforts to be emotionally connected to team members as important for teamwork outcomes (Avolio, Reichard, Hannah, Walumbwa & Chan, 2009).

The other dimension of shared leadership is change leadership orientation (Seltzer & Bass, 1990). In comprehensive review of leadership research from the last 50 years, Yukl, Gordon and Taber (2002) identified change-oriented leadership as a meta-category crucial for leadership effectiveness and which has recently gained relevance to account for exigencies of transformation and change in a globalized economy (Gil, Rico, Alcover, & Barrasa, 2005). Change leadership creates leaders who are agents of change (Bass, 1990) who are skilled in providing inspiration to others in order to encourage innovation and modernization (Gilley, Dixon, & Gilley, 2008). Then there is the other shared leadership dimension called the micro-political leadership orientation. It is a dimension about how to engage in network activities (Bono & Anderson, 2005; Nakamura & Yorks, 2011). Networking is about using network

connections to provide resources, materials, machines, or expert knowledge (Balkundi & Kilduff, 2006; Cross & Prusak, 2002) in order to enhance network ties and team processes as the basis of micro-political behaviour (Balkundi & Kilduff, 2006; Newman, 2005).

The empowerment dimension is addressed frequently in the organizational communication, organizational behavior, organization theory, organizational development, and management literature, and is of significant interest to shared leadership research and scholarship (Roller, 1998; Costanza, 2011). The specific sub-constructs of empowerment are autonomy, responsibility, participation, and individual self-control. It is these that inform the instrument measuring empowerment as a latent variable (Roller, 1998; Redmon, 2014). When empowerment is viewed in the context of a relational dynamic, it is described as the process whereby a leader or manager delegates or shares power with his or her subordinates (Zaccaro, Rittman & Marks, 2001). Empowerment is also related to the level of concern, care, commitment or responsibility that an individual brings to a task or position, and to a feeling of psychological investment that produces commitment and energy (Goodwin, Burke, Wildman & Salas, 2009).

In summary, the literature review on extent of and factors influencing shared leadership gives a set of latent constructs serving as a thick description of shared leadership. It is these constructs (Fig.1) that informed the study and the instrumentation. We again used these constructs as thematic areas from which to design qualitative items to tap in-depth data.

CONCEPTUAL MODEL

The model shows the various dimensions of shared leadership as drawn from literature. In the first part, shared leadership is about distributing leadership as indicated by task, relation, change and micro-political leadership types. These work collectively to achieve shared leadership.

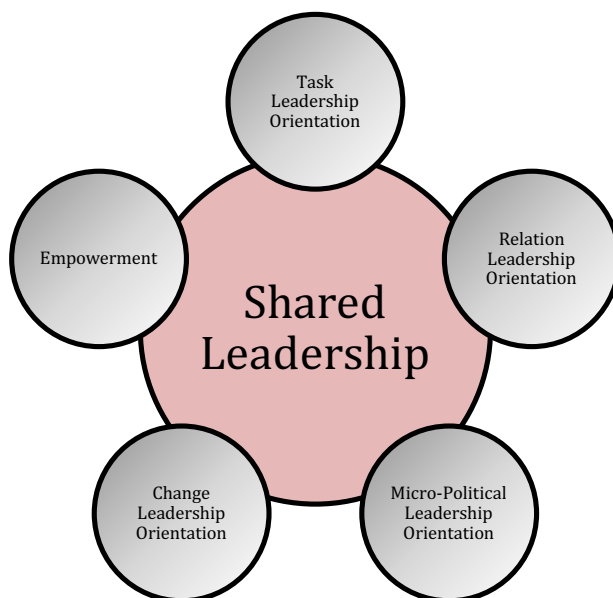


Fig. 1: Conceptual Framework for shared leadership as adopted and modified from Mielonen (2015) and Roller (1998).

In the second part, shared leadership is projected as shared governance—an empowering function. In this wake, staff and management shared in leadership functions in order to create a participatory process in the institution. The empowerment dimension is emphasized by Roller (1998) as a significant factor in shared leadership. People cannot share leadership in institutions if they are not empowered to do so. They must have the ability to display self-

management and self-control in order for management to distribute leadership them in a succinct way.

METHODS

Data were collected from two public universities in Uganda using a sample of 100 participants. On average, participants were 40 years old ($\mu = 30.35$, $SD = 10.72$), that is 42% females and 58% males selected using purposive sampling. About 80 individual were interviewed via distributed e-mails using an online survey availed 3-months earlier (Alison, Carr-Chellman, & Savoy, 2009), while face-to-face interview sessions were administered to the other 20 participants when on duty (Amin, 2003; Creswell, 2009).

We developed the structured questionnaire using Amelie Grille and Simone Kauffeld's (2015) Shared Professional Leadership Inventory for Teams (SPLIT) and Roller's (1998) Perception of Empowerment Instrument (PEI). The SPLIT instrument has 20 items for task, change, relation, and micro-politics as subscales (See Appendix 1) and the PEI has 15 items (Appendix 2), all of them with a 5-Likert Response Scale ranging from 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree to 1=Strongly Disagree. To interpret the Likert scale, response 3 (neutral) was the median point and all responses below that value (≤ 3) represented "*no shared leadership practice or presence in university management*" while all responses above that value (≥ 3) represented "*presence or practice shared leadership in university management*". Reliability tests for the SPLIT were ($\beta=0.785$) and PEI were ($\beta=0.613$). We then developed the interview guide to address the "How" and "Why" questions developed from the objectives and the literature as the theoretical lens for the study. We analyzed objective one using univariate Descriptives (Sweet & Karen, 2003) and analyzed objective two using Factor Analysis (Yong & Pearce, 2013).

RESULTS

Objective one examines the extent of shared leadership practice in university management in Uganda. The sub-objectives under this objective are (1) to ascertain whether shared leadership is practiced, (2) how far it is practiced and (3) at what level shared leadership is practiced. Analysis of empirical data on the extent of shared leadership in university management in Uganda provides unique findings (Table 3). We collected data on shared Leadership as the univariate variable measured around five latent constructs which are Task-Oriented Leadership, Relation-Directed Leadership, Change Leadership Orientation, Micro-political leadership orientation, and empowerment which are highly effective in explaining dynamics in shared leadership (Avolio, Reichard, Hannah, Walumbwa and Chan, 2009; Yukl, Gordon & Taber, 2002).

Table 3: Extent of Shared Leadership in University Management

Variable	Descriptives	Statistic	Std. Error	
Shared Leadership	Mean	4.0430	0.03925	
	95% Confidence Interval for Mean	Lower Bound	3.9641	
		Upper Bound	4.1219	
	5% Trimmed Mean	4.0450		
	Median	4.1000		
	Variance	0.077		
	Std. Deviation	0.27756		
	Minimum	3.70		
	Maximum	4.75		
	Range	1.05		
	Skewness	-0.131	0.337	

Source: Field Data

We used descriptive statistics to analyze data on objective one and results in Table 3 indicate that shared Leadership is practiced in university management as explained by the negatively skewed distribution (-0.131), the mean value ($\mu=4.045$; $p\leq 0.05$), and the median value (Median=4.1000). Again, the Stem and Leaf Plot (Fig.2) results indicate that shared leadership is to a larger extent practiced in university management as evidenced from 72% agreement from the study participants and only 28% disagreement.

Fig. 2: Stem-and-Leaf Plot for Shared Leadership

Frequency	Stem	&	Leaf
2.00 Extremes (≤ 2.50) Minimum Outlier			
2.00	3	.	7
6.00	3	.	85
4.00	3	.	905
5.00	3	.	0005
10.00	4	.	1000055555
19.00	4	.	2000005555555
20.00	4	.	30005555555555
23.00	4	.	4055555555555555
9.00	4	.	5555
2.00	4	.	600
2.00 Extremes (≥ 4.75) Maximum Outlier			
Stem width: 10.00			
Each leaf: 1 case(s)			

Source: Field Data

We then conducted Cross-Tabulations (Table 4) to establish the level at which Shared Leadership is practiced in university management. Using a null hypothesis “*there is no real association between shared leadership and the level of management*” (where all results are due to chance), shared leadership was computed at one “typical” value ($\mu=4.23$) which was the mean of the summed values of the Minimum (3.70) and Maximum (4.75) in Table 3.

Table 4: Cross-Tabulations showing association between Shared leadership and Level of Management

Level of Management			Shared Leadership (Mean=4.23)
	Top Manager	Count	
% within Shared leadership			16%
Middle/Line Manager	Count		39
	% within Shared leadership		39%
Lower-Level Manager	Count		45
	% within Shared leadership		45%

Source: Field Data

The results in Table 4 show that shared leadership is mostly practiced at the Lower-Level (45%) and Middle-Line (39%) management positions (45%) than at the top management (16%) may be because shared leadership is about distribution of authority to lower management hierarchies by the top managers of an institution (Shapiro, 2003).

In summary, this study's results regarding objective one have indicated high shared leadership practice in university management in Uganda today than four years ago when Asiimwe and Steyn (2013) last conducted a similar study that revealed rare shared leadership practice. This implies significant progress registered in the extent of shared leadership practice in Ugandan universities. If there is significant progress in the extent of shared leadership practice in university management, it is therefore in order to investigate the underlying factors influencing shared leadership practice as study objective two.

Factors influencing Shared Leadership Practice in university management

In this section, our starting point was to examine whether shared leadership is dependent on task, relation, change and micro-political leadership dimensions as highlighted from the literature (Yukl, Gordon & Taber, 2002; Ensley, Hmieleski, & Pearce, 2006; Carson, Tesluk, & Marrone, 2007). We computed a correlation matrix in order to spot clusters of high correlations between these variables (Loehlin, 2004). Results of the correlation matrix (Table 5) specify that shared leadership is strongly dependent on task leadership ($\beta=0.371$), relation leadership ($\beta=0.708$) and Micro political leadership ($\beta=0.55$). Choice was made for only those latent variables with coefficients above 0.3 excluding change leadership orientation (Bartholomew, Steele, Moustaki, & Galbraith, 2008).

Table 5: Correlation Matrix for Task, relation, change, micro-political and shared leadership

Sub-constructs of Shared Leadership	Task Leadership	Change Leadership	Relation Leadership	Micro political Leadership	Shared Leadership
Task Leadership Orientation	1.000				
Change Leadership Orientation	-0.297	1.000			
Relation Leadership Orientation	0.081	0.062	1.000		
Micro-political Leadership Orientation	-0.177	0.126	0.134	1.000	
Shared Leadership Orientation	0.371*	0.298	0.708***	0.558**	1.000

Source: Field Data

Based on findings in Table 5, we reasoned that a climate of shared leadership in university management is strongly defined by relation building, institutional micro-politics and the desire for task accomplishment. If these dimensions are suppressed, it is hard to realize shared leadership practice in institutional building. This is probably similar to Asimwe and Steyn’s (2013) earlier study which confessed that shared leadership was rare in university management in Uganda due to the suppression of these dimensions. We specifically explored what motivates relation building in shared leadership by computing Factor Analysis (FA) on the items of relation building (Table 6).

Table 6: Factor Analysis for Relation building

Relation leadership items	Components (Factors)		
	Cohesion	Mutual Support	Performance networks
As university management, we promote team cohesion.	0.813		
As a university management team we take sufficient time to address each other’s concerns.	0.755		
As university management, we support each other in handling conflicts within the team at all levels.		0.745	
As a university management team we never let each other down.		0.726	
As a university management team we recognize good performance.			0.800
As a university management team we assist each other to network.			-0.617
<i>% of Variance</i>	22.347	19.395	17.578
<i>Cumulative %</i>	22.347	41.742	59.320

Extraction Method: Principal Component Analysis with Varimax Rotation

The above table shows that all the extracted factors contribute 59.3% to relation building as a shared leadership dimension (Table 6). Specifically Factor 1 “cohesion” yields 22.3%, Factor 2 “Mutual support” yields 19.4% and Factor 3 “performance networks yields 17.6% onto relation building. Thus when influencing relation building as a shared leadership dimension, these component factors are very critical but “institutional cohesion” being the most highly valued contributor to relation leadership. We further explored what motivates internal micro-politics in shared leadership by computing Factor Analysis (FA) on the items of micro-political leadership (Table 7).

Table 7: Factor Analysis for Internal Micro-politics

Micro-political leadership items	Components (Factors)		
	Contacting expertise	Mutual Assistance	Building Networks
As a university management team, we establish contact with important experts valuable to our team.	0.783		
We ensure that our university management team is supported with necessary resources to fulfill the task.	0.697		
As a university management team we are open to external assistance in the case of internal team problems.	-0.642		
As a university management team we assist each other to network.		0.949	
We use networks in order to support our university management team when at work.			0.974
% of Variance	30.953	22.222	20.180
Cumulative %	30.953	53.175	73.355

Extraction Method: Principal Component Analysis with Varimax Rotation

We further found out from Table 7 that all the 3 extracted factors contribute 73.4% to the internal micro-politics in Ugandan universities, where Factor 1 “expert contacts” yielding 31%, Factor 2 “mutual assistance” yielding 22.2% and Factor 3 “building networks” yielding 20.2% to internal micro-politics. But mutual assistance and expert contacts would closely contribute 53.2% to internal micro-politics as a shared leadership dimension in university management.

We needed to know what motivates task accomplishment as a shared leadership dimension. Factor Analysis (FA) was computed for the items of Task leadership Orientation (Table 8).

Table 8: Factor Analysis for Task Accomplishment

Task leadership Orientation Items	Components (Factors)	
	Factor 1 <i>Shared responsibility</i>	Factor 2 <i>Communicating Expectations</i>
As a university management team we provide each other (at all levels) with work relevant information.	0.656	
As a university management team we clearly assign each other managerial tasks and responsibilities to lower functions.	0.649	
As a university management team we ensure that everyone knows their tasks and responsibilities.		0.883
As a university management team we clearly communicate our expectations to all staff at all levels.		-0.565
% of Variance	28.173	23.211
Cumulative %	28.173	51.384

Extraction Method: Principal Component Analysis with Varimax Rotation

Two factors were extracted using the Principal Component Analysis (PCA) method, as motivating the desire for task accomplishment by 51.4%. The first factor “Shared Responsibility” contributes 28.173% and the second factor “communicating expectations” contributes 23.211% to task accomplishment. This implies that, shared leadership assists in task accomplishment if only organizational members are ready to share responsibility and

communicate institutional expectations, in the end defining team empowerment in university management.

Then what are the factors influencing team empowerment as one of the measurements of shared leadership? The Factor Analysis results for team empowerment are presented in Table 9.

Table 9: Factor Analysis for Team Empowerment

Empowerment Items	Components (Factors)					
	Responsibility	Autonomy	Involvement	Decision making	Self Management	Vision
I am personally responsible for the work I do.	0.803					
I am involved in decisions that affect me.	0.766					
I am involved in determining organizational goals.	0.656					
I am responsible for the outcomes of my actions.	0.557					
I have the freedom to decide how to do my job.		0.886				
I am often involved when changes are planned.		0.785				
My input is never solicited in planning changes.		0.669				
I am involved in creating our vision of the future.			0.619			
My ideas and inputs are valued.			-0.546			
I make my own decisions about how to do my own work				-0.808		
I can be creative in finding solutions to problems.				0.631		
I am responsible for the results of my decisions.					0.542	
I am involved in creating our vision of the future						0.534
<i>% of Variance</i>	18.208	17.232	11.435	10.173	7.372	6.732
<i>Cumulative %</i>	18.208	35.440	46.875	57.048	64.420	71.152

Extraction Method: Principal Component Analysis.

a. 6 components extracted¹.

Six factors were extracted using the Principal Component Analysis (PCA) method, as motivating team empowerment by 71.2%%. The first most valued factor "Responsibility" yielded 18.208%, the second factor "Autonomy" yielded 17.232%, the third factor "Involvement" yielded 11.435%, the fourth factor "Decision making" yielded 10.173%, the fifth factor "self management" yielded a negligible 7.372% and the sixth factor "Vision" yielded 6.732% to team empowerment.

In shared leadership philosophy, we can infer from the above results that, harnessing responsibility is a highly valued and strong managerial element when fostering team

¹ Items with factor loading less than 0.50 were removed from the PCA. Even items which loaded on more than one component were also removed.

empowerment and pursuing greater task accomplishment in university management structures.

DISCUSSION OF RESULTS

Our results confirm these major findings regarding the dynamics of shared leadership in university management in Uganda. The first finding is that, since Asimwe and Steyn's (2013) study, shared leadership in university management has since improved registering a high level of practice. However, the same results indicate that shared leadership is restricted to the lower level (45%) and Middle-line (39%) management structures of the university than at the top-management levels (16%). The underlying philosophy in this finding is that, shared leadership occurs where authority is delegated from the top to lower management structures of the university like faculties, departments and committees (Seers, Keller & Wilkerson, 2003) to create institutional connections that build shared responsibility (Morgeson, DeRue, & Karam, 2010), self-management, enhanced trust and autonomy regarding the distribution of power centres (O'Connor & Quinn, 2004). The theoretical implication is that, shared leadership is a bottom-up management strategy intended to promote non-authoritarian nature of leadership through decentralized leadership, democratic governance, and the dynamics of collegiality in institutional management as earlier noted by Lindgren and Packendorff (2009).

The second finding is that, shared leadership practice in universities, is increasingly motivated by a host of highly valued, moderately valued and least valued factors². The highly valued factors influencing shared leadership practice in a Ugandan University context would include management's desire to promote institutional cohesion, building expert contacts since universities are centres of excellence, and paving way for shared management responsibility. The moderately valued factors include exhibiting a culture of mutual support and assistance, communicating institutional expectations using an open dialogue approach, and enhancing individual autonomy and self-management in a democratic university environment. The least valued factor is networking for a common institutional vision. These factors are similar to what Kets De Vries (1999) as well as Togneri and Anderson (2003) refer to as solidarity and collective partnerships in shared leadership.

However, there are views opposing institutional shared leadership practice. The views from Burke, Diaz Granados and Salas (2011), for example, paint a gruesome picture that, universities are large bureaucracies with rigid and centralized structures where subordinate roles and a distributive power function are minimally required in decision-making. It is quite hard for shared leadership to be fully expended in such entities. Delving carefully through the factors influencing shared leadership as empirically elaborated by this study, one finds it hard to believe how these could survive under a traditionally centralized and bureaucratic set-up as that of universities.

CONCLUSION AND WAY FORWARD

How can shared leadership optimally survive with minimal aberration in very traditionally-centralized institutions like universities? Hollenbeck, Ellis, Humphrey, Garza & Ilgen's (2011) asymmetry in structural adaptation provides part of the answer that, shared leadership in universities can survive where a participative management theory is fostered to accommodate vertical distribution of authority to lower management structures even for strong bureaucratic entities with very traditional leadership ties. In order therefore to adopt a participatory process in shared leadership in universities, management should:

² Factor Analyses confirms this categorization using extracted components using the Principal Component Analysis

- a) Empower members through encouraging self-management for team members to make autonomous decisions as self-regulating entities. The central issue in empowerment is the issue of power which grants greater latitude to make decisions and exert influence (Lee & Koh, 2001).
- b) Build a culture of cohesive management by involving all institutional parties to take part in decision-making geared towards forging and pursuing a collective and desirable institutional vision and philosophy.
- c) Promote a culture of mutual support and assistance through expert consultations with members in lower structures and other stakeholders in order to build a critical mass of performance networks.
- d) Create a sense of shared responsibility to strengthen communication of institutional expectations using an open dialogue approach that would flow deliberately through the committee model.
- e) Initiate and Enhance trust among team members which can be supported by strong networking, mutual respect.

This study, however, has its own limitations. We depended heavily on quantitative data which only predicts social phenomena with numerical strength, but with no deeper analysis of the why and how in shared leadership practice (Creswell, 2009). If qualitative research was involved, it would help us develop a holistic account of the problem that would make it easier to understand the why and how questions. The dynamics of shared leadership in university management experiences pose multiple perspectives which can be well tapped with qualitative methodologies. The study also focused on only two public universities which negate the possibility of a comparative study of the same topic. As a social constructivist requirement, there was need to provide a comparative description of shared leadership across multiple university experiences, especially tapping the private university experience. The study also depended on data collected from staff involved in management leaving out other staff members and stakeholders, though not in management but would inevitably provide a solid picture of the status quo and dynamics in shared leadership practice in academic institutions.

Further research therefore is needed to examine shared leadership practice from the qualitative perspective. A study on empowerment and trust as correlates to shared leadership practice in university management is highly encouraged for posterity. Additionally there is need to conduct research on the role of shared leadership in institutional teambuilding since the philosophy of teams is very instrumental in empowerment and distributed leadership.

References

- Alison, A., Carr-Chellman, P.R., & Savoy, M. R. (2009). Using the user-design research for building school communities. Penn State University: University Park, PA.16802.
- Albrow, M. (2006). *The Global Age: State and Society Beyond Modernity*. Cambridge, UK: Polity Press.
- Altbach, P.G. (2008). *Comparative Higher Education: Knowledge, the University and Development*. Hong Kong: Comparative Education
- Amin, M.E. (2003, July). Over viewing the methodology of Research. Paper presented at the higher education symposium, School of Education, Makerere University, Kampala.
- Asiimwe, S., & Steyn, G.M. (2013). Obstacles Hindering the Effective Governance of Universities in Uganda. *Journal of Social Science*, Vol. 34 (1), pp. 17-27.
- Avolio, B. J., Reichard, R. J., Hannah, S. T., Walumbwa, F. O., & Chan, A. (2009). 100 Years of Leadership Intervention Studies: A Meta-Analysis. *The Leadership Quarterly*, 20, 764-784.
<http://dx.doi.org/10.1016/j.leaqua.2009.06.006>
- Aime, F., Humphrey, S., DeRue, D., & Paul, J. (2013). The riddle of heterarchy: Power transitions in cross-functional teams. *Academy of Management Journal*. Advance online publication. doi:10.5465/amj.2011.0756

- Avolio, B. J., Sivasubramaniam, N., Murry, W. D., Jung, D., & Garger, J. W. (2003). Development and Preliminary Validation of a Team Multifactor Leadership Questionnaire. In C. L. Pearce, & J. A. Conger (Eds.), *Shared Leadership: Reframing the Hows and Whys of Leadership* (pp. 143-172). Thousand Oaks: Sage Publications. <http://dx.doi.org/10.4135/9781452229539.n7>
- Balkundi, P., & Kilduff, M. (2006). The Ties That Lead: A Social Network Approach to Leadership. *The Leadership Quarterly*, 17, 419-439. <http://dx.doi.org/10.1016/j.leaqua.2006.01.001>
- Bartholomew D J, Steele F, Moustaki I, Galbraith J I. 2008 (2nd ed.) *Analysis of multivariate Social Science data*. CRC press.
- Bauer, A.M., & Brown, G.M. (2001). *Principal Leadership in an Inclusive School*. Seattle: Paul Brookes Publishing Co.
- Bono, J. E., & Anderson, M. H. (2005). The Advice and Influence Networks of Transformational Leaders. *Journal of Applied Psychology*, 90, 1306-1314. <http://dx.doi.org/10.1037/0021-9010.90.6.1306>
- Bowers, D. G., & Seashore, S. E. (1966). Predicting organizational effectiveness with a four-factor theory of leadership. *Administrative Science Quarterly*, 11, 238-263
- Bowring-Carr, C., & West-Burnham, J. (1994). *Managing quality in schools*. Essex: Longman.
- Bradford, D. L., & Cohen, A. R. (1998). *Power up: Transforming organizations through shared leadership*. New York, NY: Wiley.
- Burke, C. S., Diaz Granados, D., & Salas, E. (2011). Traditional leadership: A review and look ahead. In A. Bryman, D. Collinson, K. Grint, B. Jackson, & M. Uhl-Bien, *The Sage Handbook of Leadership* (pp. 338-351). London: Sage.
- Bush, T. (1993). *Exploring Collegiality: Theory, process and structure in managing schools*. Milton Keynes: Open University.
- Carson, C. M., Mosley, D. C., & Boyar, S. L. (2004). Goal orientation and supervisory behaviors: Impacting SMWT effectiveness. *Team Performance Management*, 10(7/8), 152-162.
- Carson, J. B., Tesluk, P. E., & Marrone, J. A. (2007). Shared Leadership in Teams: An Investigation of Antecedent Conditions and Performance. *Academy of Management Journal*, 50, 1217-1234.
- Cohen, S. G., & Bailey, D. E. (1997). What makes teams work: Group effectiveness research from shop floor to the executive suite. *Journal of Management*, 23, 239-290.
- Costanza, J.R. (2011). *A study of shared leadership among department chairs in a state college*. Unpublished Doctorate Dissertation. Tennessee Temple University, USA.
- Creswell, J.W. (2009). *Research design: Quantitative, qualitative and mixed methods (3rd ed.)*. Singapore: Sage publications, Inc.
- Cross, R., & Prusak, L. (2002). The People Who Make Organizations Go—Or Stop. *Harvard Business Review*, 80, 104-112.
- Drath, W., & Palus, C. (1994). *Making common sense: Leadership as meaning making in a community of practice*. Greensboro, NC: Center for Creative Leadership.
- Ensley, M. D., Hmieleski, K. M., & Pearce, C. L. (2006). The Importance of Vertical and Shared Leadership within New Venture Top Management Teams: Implications for the Performance of Startups. *The Leadership Quarterly*, 17, 217-231. <http://dx.doi.org/10.1016/j.leaqua.2006.02.002>
- Friedrich, T. L., Vessey, W. B., Schuelke, M. J., Ruark, G. A., & Mumford, M. D. (2009). A framework for understanding collective leadership: The selective utilization of leader and team expertise within networks. *The Leadership Quarterly*, 20, 933-958.
- Gil, F., Rico, R., Alcover, C. M., & Barrasa, Á. (2005). Change-Oriented Leadership, Satisfaction and Performance in Work Groups: Effects of Team Climate and Group Potency. *Journal of Managerial Psychology*, 20, 312-328. <http://dx.doi.org/10.1108/02683940510589073>
- Gilley, A., Dixon, P., & Gilley, J. W. (2008). Characteristics of Leadership Effectiveness: Implementing Change and Driving Innovation in Organizations. *Human Resource Development Quarterly*, 19, 153-169. <http://dx.doi.org/10.1002/hrdq.1232>
- Goodwin, G. F., Burke, C. S., Wildman, J. L., & Salas, E. (2009). Team effectiveness in complex organizations: An overview. In E. Salas, G. F. Goodwin, & C. S. Burke, *Team effectiveness in complex organizations: Cross-disciplinary perspectives and approaches* (pp. 3-16). New York, NY: Psychology Press.

Grille, A., & Kauffeld, S. (2015). Development and Preliminary Validation of Shared Professional Leadership Inventory for Teams (SPLIT). *Psychology*, Vol.6, pp.75-92.

Harris, A. (2008). Distributed leadership: according to the evidence. *Journal of Educational Administration*, 46(2), 172-188.

Hills, H. (2007). *Team-based learning*. Burlington, VT: Gower.

Hollenbeck, J. R., Ellis, A. P. J., Humphrey, S. E., Garza, A. S., & Ilgen, D. R. (2011). Asymmetry in structural adaptation: The differential impact of centralizing versus decentralizing team decision-making structures. *Organizational Behavior and Human Decision Processes*, 114, 64–74. doi:10.1016/j.obhdp.2010.08.003

Jackson, S. (2000). A qualitative evolution of shared leadership barriers, drivers, and recommendations. *Journal of Management in Medicine*, 14(3/4), 166-178.

Judge, T. A., & Piccolo, R. F. (2004). Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity. *Journal of Applied Psychology*, 89, 755-768. <http://dx.doi.org/10.1037/0021-9010.89.5.755>

Kasenene, S.E. (2009). Improving the effectiveness of Public-Private Partnerships (PPP) in the provision of Higher Education in Sub-Saharan Africa: The Case for Uganda. *The Higher Education Review. Journal of National Council for Higher Education*, Vol. 6 (2), pp.27-38.

Kasozi, A.B.K. (2009). *Financing Uganda's Public Universities: An obstacle to serving the public good*. National Council for Higher Education Studies in Tertiary Education. Kampala: Fountain Publishers.

Kets De Vries, M. (1999). High-performance teams: lessons from the Pygmies. *Organizational Dynamics*, 27, 3, 66-77.

Kouzes, J.M., & Posner, B.Z. (2001). Bringing Leadership lessons from the past into the future. In Bennis W. Spreitzer, G.M & Cummings, T.G. (eds.). *The future of Leadership*. San Francisco: Jossey-Bass.

Kozlowski, S. W., & Bell, B. S. (2003). Work groups and teams in organizations. In W. C. Borman, D. R. Ilgen, & R. Klimoski, *Handbook of psychology: Industrial and organizational psychology: Vol 12*(pp. 333-375). London: Wiley.

Lee, M., & Koh, J. (2001). Is empowerment really a new concept? *International Journal of Human Resource Management*, 12(4), 684-695.

Lindgren, M., & Packendorff, J. (2009). Project leadership revisited: towards distributed leadership perspectives in project research. *International Journal of Project Organization and Management*, 1(3), 285-308.

Loehlin J C. 2004 (4th ed.) *Latent Variable Models: an introduction to factor, path, and structural equation analysis*. Erlbaum.

Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370-397.

Martin, S. (2008). Content analysis of the writings of Mary Parker Follett. In K. Klenke, *Qualitative research in the study of leadership* (pp. 289-316). Bingley, UK: Emerald.

Mielonen, J. (2016). *Making Sense of Shared Leadership. A case study of Leadership processes without formal leadership structure in team context*. Unpublished PhD Thesis. Lappeenranta University of Technology.

Morgeson, F. P., DeRue, D. S., & Karam, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of Management*, 36(1), 5-39.

Mullins, L.J. (2002). *Management and Organizational Behaviour* (6th Edition). New York, NY: Pearson Education, Prentice Hall.

Muyingo, J.C. (2004). *The Financial Contributions of the Private Sector and its implications to the management of University Education in Uganda: A Case for Participatory Management*. Unpublished PhD Thesis, Makerere University, Kampala, Uganda.

Nakamura, Y. T., & Yorks, L. (2011). The Role of Reflective Practices in Building Social Capital in Organizations from an HRD Perspective. *Human Resource Development Review*, 10, 222-245. <http://dx.doi.org/10.1177/1534484311411076>

Newman, J. (2005). Enter the Transformational Leader: Network Governance and the Micro-Politics of Modernization. *Sociology*, 39, 717-734. <http://dx.doi.org/10.1177/0038038505056029>

O'Connor, P. M., & Quinn, L. (2004). Organizational capacity for leadership. In C. D. McCauley, & E. Van Velsor, *The Center for Creative Leadership handbook of leadership development*(pp. 417-437). San Francisco, CA: Jossey-Bass.

- O'Reilly, C., Caldwell, D., Chatman, J., Lapid, M., & Self, W. (2010). How leadership matters: The effects of leaders' alignment on strategy implementation. *Leadership Quarterly*, 21(1), 104-113.
- Passi, F.O. (1992). "The Paradox of University Education in Uganda". A paper presented to the department of Educational Foundations and Management, Makerere University, Kampala.
- Passi, F.O. (1994). "Implementing Change to improve the financial management at Makerere University". International Institute of Education, Occasional Paper, No. 82, Kampala.
- Pearce, C. L., & Conger, J. A. (2003). All those years ago: The historical underpinnings of shared leadership. In C. L. Pearce, & J. A. Conger, *Shared leadership: Reframing the hows and whys of leadership* (pp. 1 - 18). Thousand Oaks, CA: Sage.
- Pearce, C. L., & Sims, H. P. (2002). The relative influence of vertical vs. shared leadership on the longitudinal effectiveness of change management teams. *Group Dynamics: Theory, Research, and Practice*, 6, 172-197.
- Rawlings, D. (2000). Collaborative leadership teams: Oxymoron or new paradigm? *Consulting Psychology Journal: Practice and Research*, 52(1), 36-48.
- Redmon, S. (2014). *Toward a practice of shared leadership: An action research study*. Unpublished PhD dissertation. The Faculty of Saybrook University: San Francisco, CA.
- Roller, W.K. (1998). *Meaning of Empowerment: The Perception of Empowerment Instrument (PEI)*. Woodridge, Virginia, USA.
- Saint, W. (2009). "Governance arrangements for Higher Education Systems: Africa in an International Context. A paper given in Maputo, Mozambique at the National Consultative meeting on the governance and coordination of Higher Education, Science and Technology in Mozambique (March, 2009).
- Salas, E., Rosen, M. A., Burke, C. S., & Goodwin, G. F. (2009). The wisdom of collectives in organizations: An update of the teamwork competencies. In E. Salas, G. F. Goodwin, & C. S. Burke, *Team effectiveness in complex organizations: Cross-disciplinary perspectives and approaches* (pp. 39 - 79). New York, NY: Psychology Press.
- Seers, A., Keller, T., & Wilkerson, J. M. (2003). Can team members share leadership? *Foundation in research and theory*. In C. L. Pearce, & J. A. Conger, *Shared leadership: Reframing the hows and whys of leadership* (pp. 77 - 102). Thousand Oaks, CA: Sage.
- Seltzer, J., & Bass, B. M. (1990). Transformational Leadership: Beyond Initiation and Consideration. *Journal of Management*, 16, 693-703. <http://dx.doi.org/10.1177/014920639001600403> Sheehan
- Sergiovanni, T.J. (1991). *The Principalship: A reflective practice perspective*. Boston: Allyn & Bacon.
- Shapiro, M. A. (2003). Toward an evolutionary democracy: The philosophy of Mary Parker Follet. *World Futures*, 59, 585-590.
- Singh, P. (2005). Use of the Collegial Model of Emancipation to transform Traditional Management practices in Secondary Schools. *South African Journal of Education*, Vol. 25 (1), pp. 11-18.
- Singh, M.T. (2011). "The Contribution of Higher Education to National Systems: Current Challenges in Africa". Paper presented at the UNESCO forum for Higher Education, Research and Knowledge, Geneva.
- Sweet, A.S, & Karen, G.M. (2003). *Data Analysis with SPSS: A first Course in Applied Statistics*. Boston: Pearson Education, Inc.
- Tongeri, W., & Anderson, S. E. (2003). *Beyond islands of excellence: What districts can do to improve instruction and achievement in all schools—A leadership brief*. Washington, DC: Learning First Alliance.
- Uhl-Bien, M. (2006). Relational leadership theory. *The Leadership Quarterly*, 17, 654-676.
- UNESCO (1998). *World Conference on Higher Education in the 21st Century: Vision and Action* (October, 1998). http://www.unesco.org/education/educprog/wche/declaration_eng.html.
- UNESCO. (2014). *Global Citizenship Education. Preparing Learners for the Challenges of the 21st Century*. Paris, UNESCO.
- Wellins, R., Byham, W., & Wilson, J. (1991). *Empowered teams: Creating self-directed work groups that improve quality, productivity, and participation*. San Francisco, CA: Jossey-Bass.
- Wood, M. S. (2005). Determinants of shared leadership in management teams. *International Journal of Leadership Studies*, 1(1), 64-85.
- Young, G., & Pearce, S. (2013). A beginner's guide to Factor Analysis: Focusing on Exploratory Factor Analysis. *Tutorials in Quantitative Methods for Psychology*. Vol. 9(2), p.79-94. DOI: 10.20982/tqmp.09.2.p079.

Yukl, G., Gordon, A., & Taber, T. (2002). A Hierarchical Taxonomy of Leadership Behavior: Integrating a Half Century of Behavior Research. *Journal of Leadership & Organizational Studies*, 9, 15-32.
<http://dx.doi.org/10.1177/107179190200900102>

Zaccaro, S. J., Rittman, A. L., & Marks, M. A. (2001). Team leadership. *Leadership Quarterly*, 12, 451-483.

Zanelik, A. (2002). Articulating Leadership Values in Action. *International Journal of Leadership in Education*, Vol. 6(3), 203-221.

APPENDIX I THE SHARED LEADERSHIP SCALE

Dear participant,

Thank you for accepting to participate in this part of the development survey being conducted to examine the dynamics of shared leadership in the management of this university. Please provide your reactions to the following statements using the scale below. Tick the most appropriate response.

Strongly Agree=5 Agree= 4 Neutral=3 Disagree=2 Strongly Disagree=1

1. Task Leadership orientation Subscale

As a university management team we clearly assign managerial tasks and responsibilities to lower functions.	1	2	3	4	5
As a university management team we clearly communicate our expectations to all staff at all levels.	1	2	3	4	5
As a university management team we provide each other (at all levels) with work relevant information.	1	2	3	4	5
As a university management team we ensure that everyone knows their tasks and responsibilities.	1	2	3	4	5
As a university management team we monitor goal achievement.	1	2	3	4	5

2. Relation leadership orientation Subscale

As a university management team we take sufficient time to address each other's concerns.	1	2	3	4	5
As a university management team we recognize good performance.	1	2	3	4	5
As university management, we promote team cohesion.	1	2	3	4	5
As university management, we support each other in handling conflicts within the team at all levels.	1	2	3	4	5
As a university management team we never let each other down.	1	2	3	4	5

3. Change leadership orientation Subscale

We help each other to correctly understand ongoing processes in our university management team.	1	2	3	4	5
As a university management team we help each other to learn from past events.	1	2	3	4	5
As a university management team we help each other to correctly understand current institutional events.	1	2	3	4	5
As a university management team we can inspire each other for ideas and innovations.	1	2	3	4	5
As a university management team we support each other in the implementation of ideas.	1	2	3	4	5

4. Micro-political leadership orientation Subscale

We use networks in order to support our university management team when at work.	1	2	3	4	5
We ensure that our university management team is supported with necessary resources to fulfill the task.	1	2	3	4	5
As a university management team we assist each other to network.	1	2	3	4	5
As a university management team, we establish contact with important experts valuable to our team.	1	2	3	4	5
As a team we are open to external assistance in the case of internal team problems.	1	2	3	4	5

THANK YOU

APPENDIX II
THE PERCEPTION OF EMPOWERMENT INSTRUMENT-PEI

Dear participant,

Thank you for accepting to participate in this part of the development survey being conducted to examine the dynamics of shared leadership in the management of this university. Please provide your reactions to the following statements using the scale below. Tick the most appropriate response.

Strongly Agree=5 Agree= 4 Neutral=3 Disagree=2 Strongly Disagree=1

<i>Empowerment Subscale</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
I have the freedom to decide how to do my job.	1	2	3	4	5
I am often involved when changes are planned.	1	2	3	4	5
I can be creative in finding solutions to problems.	1	2	3	4	5
I am involved in determining organizational goals.	1	2	3	4	5
I am responsible for the results of my decisions.	1	2	3	4	5
My input is never solicited in planning changes.	1	2	3	4	5
I take responsibility for what I do.	1	2	3	4	5
I am responsible for the outcomes of my actions.	1	2	3	4	5
I have a lot of autonomy in my job.	1	2	3	4	5
I am personally responsible for the work I do.	1	2	3	4	5
I am involved in decisions that affect me.	1	2	3	4	5
I make my own decisions about how to do my work.	1	2	3	4	5
I am my own boss most of the time.	1	2	3	4	5
I am involved in creating our vision of the future.	1	2	3	4	5
My ideas and inputs are valued.	1	2	3	4	5

THANK YOU