Arts-based and Embodied Methods of Leadership Development: Report of a Literature Review focusing on Vignettes and Design Thinking

This report is one of the outcomes of the ENABLES (European Arts-Based Development of Distributed Leadership and Innovation in Schools) project which aims to strengthen collaborative leadership of innovation in schools by developing and disseminating innovative methods of arts-based and embodied collaborative leadership development. It runs from November 2019 to October 2021 (24 months). The project is supported by a grant from the Erasmus+ Programme of the European Union (Project Reference Number 2019-1-UK01-KA201-061963). The University of Hertfordshire co-ordinates the project.

The project partners comprise:

- University of Hertfordshire (UK) (co-ordinating institution)
- University of Jyväskylä (Finland)
- Institute of Lifelong Learning and Culture «VITAE» (Latvia)
- University of Innsbruck (Austria)
- Alexandru Ioan Cuza University, Iași (Romania).

Further information on the project is available on this web page:

https://www.herts.ac.uk/study/schools-of-study/education/research/enables

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1 Executive summary

In the context of the Erasmus-Plus ENABLES project, a systematic literature review of the different arts-based methods with a special focus on distributed leadership was conducted. The participating countries explored various arts-based methods. The Austrian team's contribution focused on two methods: "Vignettes" and "Design Thinking Method" (DTM).

Vignettes and DTM as arts-based methods

Like the other researchers in the project, we understand arts-based methods as all approaches in which artistic methods are used for leadership development, especially distributed leadership. In our understanding, vignettes are a literary script, which condense participating experience as a thick description. By using vignettes in development processes, it isn't its intention to give absolute answers in form of explanations, but rather to continuously raise questions. By promoting a specific reading style, vignettes provide a rich understanding of leadership experiences. The reading of vignettes in a group reveals the understanding of the reading of each individual and thus triggers processes of exchange about one's own views of what has been read. DTM on the other hand is a method designed for the process development. Here, a number of different methods are used to jointly elaborate new concepts in a team. DTM thrives on the idea that these concepts are represented in 3-D models (similar to collages). It is important in the DTM approach that leaders are part of the group and that responsibility is distributed. Solutions are not permanent, but can be changed if conditions change. Thus, DTM helps to develop flexible approaches.

Recently, both methods found increasing resonance in the educational context, where they are not only accessible to researchers, but also to practitioners

Method of Review

The systematic review was based on the approach of the other ENABLES members. To be included a publication must report research into the use of arts-based methods (vignettes and DTM) for leadership development. The literature has to be published after 2000 and fall within

the fields of educational leadership; organizational / business leadership or community and social leadership. The Business Source Premier (BSP) platform and the ERIC database were used for the systematic search. In a first step, titles and abstracts were searched for keywords. In a second step, the entire manuscript was reviewed. The systematic review process resulted in a total of 48 contributions, which were then analyzed in more detail.

Results 1: Understanding and definition of vignettes in the researched literature

The first step of the in-depth analysis covered the understanding of vignettes and DTMs in the literature.

The concept of the vignette method in the reviewed literature differs from the one that exists in the AT team. Vignettes were seen as:

- an illustrative summary of qualitative data
- a stimulating example for in-depth questioning
- an exaggerated representation of an approach (Experimental vignette methodology - EVM)

The vignette approach is widespread and has been discussed in numerous international publications, including those related to leadership development.

The understanding of the DTM approach was almost identical to that of the Austrian team. However, since the approach is new, no literature could be found before 2009.

The analyzed literature hardly describes the two methods as artistic approaches; this perspective is missing.

Results 2: Leadership understanding in the researched literature

In connection with vignettes, no uniform understanding of leadership could be identified in the literature. DTM, on the other hand, assumes that leaders understand leadership as part of a team. Distributed leadership and the giving of responsibility were more often discussed here, whereas the papers on vignettes in the context of leadership development focused more on the method.

Results 3: Impact of vignettes and DTM

The further analysis also tried to determine the impact of the methods (vignettes and DTM) for leadership development.

For the vignette method it could be shown that vignettes help to gain new and meaningful insights into leadership actions. Vignettes also stimulate reflection on the personal understanding of leadership. Furthermore, vignettes were seen as instruments to make implicit assumptions about leadership explicit or more visible and, finally, as a stimulation to understand and assess realistic scenarios of leadership.

The impact of using DTM for leadership development was firstly to changes the perspective in terms of that the focus is no longer on the results but on the actors. Secondly, using DTM, leaders experienced a broader range of actions in specific situations and lastly DTM works as team approach, which impacts the leader's understanding of its own position and scope of action (keyword: context-sensitive leadership).

Implications for further research

The literature review demonstrated that the understanding of the two instruments "vignette" and "DTM" is well known in the literature, but the definition of vignettes is broad and partly contradictory. It therefore seems important to emphasize the potential of the Innsbruck vignette research in further research work - also in international discourse. In doing so, the focus should be on further research in the field of vignette reading.

For the DTM approach in particular, its potential in leadership research should be emphasized by further empirical research. In addition, the approach is promising to prepare leaders to cope with unexpected situations - this aspect needs to be further researched.

The two approaches have so far been less considered in terms of arts-based or embodied aspects. Here it seems important to examine both methods in more detail with regard to their aesthetic core.

2 Introduction (why, context)

At the beginning of the ENABLES project the Austrian team was guided by two central assumptions based on leadership development. Firstly, the awareness that school principals hold various understandings of leadership and, in relation to this, varying approaches to school development and, secondly, that in many cases school principals tend to have a limited repertoire to respond to change.

This led to the questions of what new methods can be used to sensitize school principals to different leadership understandings, especially models of distributed leadership, and what tools already exist to increase the responsiveness of the school principal's repertoire.

Originating from a group of researchers (cf. Schratz, Schwarz, Kiper, 2014; Schratz, Schwarz, Westfall-Greiter, 2014; Agostini, Peterlini, Schratz, 2019) who have been working for several years at the Innsbruck Department for Teacher Training and School Research, the team decided to use the "Vignette research approach" to research learning processes in heterogenous groups. In addition to this approach, other researchers were involved in a research project entitled "Modellregion Bildung Zillertal"(Roessler & Kraler 2019), who studied the design-thinking method (DTM), a method, that is particularly used to address complex problems.

Both approaches are understood as arts-based methods. Like the other researchers in the project, we understand arts-based methods as all approaches in which artistic methods are used for leadership development, especially distributed leadership.

In the case of the vignettes, it is primarily the vignette as a literary text and its reading as a form of making one's own explanations of the shown phenomena visible. DTM works with models that are similar to installations or collages[1].

Before a systematic literature review of both instruments - the vignettes on the one hand and the DTM on the other hand - is undertaken, the two concepts will be presented. This introduction seems significant, as the concepts are defined more broadly in the research literature. The explanatory presentation of the two methods, as they are used in the research projects of the Austrian team, is the starting point in order to reflect the results of the literature review.

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[1] Culshaw, S. (2019). The unspoken power of collage? Using an innovative arts-based research method to explore the experience of struggling as a teacher. *London Review of Education*, *17*(3), 268-283.

2.1 Definition of a "Vignette"

Vignettes were not newly invented by the Innsbruck research team. Methods with this label are used in psychology as well as in other social sciences, but the Innsbruck team has its particular understanding. This is also expressed by the initiators:

> "*In research vignettes are commonly known as fictive case descriptions used in surveys. In our usage as a qualitative, phenomenologically oriented research instrument, the vignette is a thick description (Geertz, 1973) of an event that was protocolled as it occurred.*" (Schratz, Westfall-Greiter, Schwarz 2013, p.126)

Originally, the Innsbruck Vignette Research researched the learning and teaching experience of students in class. In order to go beyond the process of observing participants and make learning tangible in its embodiment, the research team developed their instrument: the vignette.

They characterize this form of participating experience as follows:

> "*The vignettes stems from the researchers experiencing the lived experience of the students in the midst of the pedagogic situation, in medias res. Hence, they are "thick descriptions" (Geertz, 1991) of the lived experience of the researchers and as close as possible the experience of the pupils in the field.*" (Agostini, 2015)

Innsbruck vignette researchers particularly emphasizes that these are not fictitious or simulated descriptions (cf. Agostini 2015) of classroom events, but rather co-experiences:

> "*The vignette in our research is most accurately understood as a form of literary non-fiction in which researchers strive to manifest and point to the impossible plurality and excesses of life, aware that they paradoxically always "see more than that which [they] see" (Waldenfels 2002, p. 70). The crux of vignette research is that the researchers withhold from predicating the text with knowledge of the context so that the context inherent in the experience can come forth from within. In this way, vignettes open to multiple readers and to multiple readings. This self-contextualization of the experience obstructs any one final interpretation or conclusion, so that the reader is compelled to engage again and again in dialog with what is there.*" (Schratz, Westfall-Greiter, Schwarz 2013, p. 127)

To ensure that the final version of the vignette succinctly represents the experience, the draft version of the participating experience goes through several loops of revision by a research team:

"*To ensure that the researchers communicate as completely as possible the essence of the experience of the pupils without interpretation, the individual genesis of a vignette is documented, then communicatively validated with the subjects in the field and through a workshop method within the research team.*" (Agostini 2015)

Vignettes which condense participating experience in a literary script also follow an aesthetic logic. Evi Agostini (2014) elaborates on this by linking the vignette method to the theory of body phenomenology (cf. Merleau-Ponty 1966 and Waldenfels 2002). Vignettes are "resonating bodies" (Klangkörper) which, through their form, allow an ambiguity of readings and thus invite every reader to be aesthetically captivated. Against this background, vignettes are characterized as arts-based methods in the ENABLES-project.

2.2 Explanation of "Reading" in the Context of Vignette Research

Although in recent years the research group has been mainly concerned with the further development of the creation of vignettes, some work on the use of vignettes and especially the reading of vignettes has also been done.

"*Once vignettes have been crafted, they become the focus of phenomenologically oriented explication, a process which we refer to as "vignette reading*." (Schratz, Westfall-Greiter, Schwarz 2013, p. 128)

Reading vignettes is central to the planned ENABLES project. This use of vignettes can stimulate a new method of professional learning. Therefore a short introduction follows, what is meant by reading vignettes.

"*In reading a vignette, researchers neither operationalize nor categorize what is revealed. Rather, they engage in the experience as readers, holding back from analyzing and explaining in order to uncover, peel off and add layers of understanding to what is given.*" (Schratz, Westfall-Greiter, Schwarz 2013, p. 128)

Following Finlay, with reference to Hans-Georg Gadamer (1975), "pointing to" as opposed to interpretation as "pointing out" is in the foreground (cf. Finlay 2009, p. 11). As Agostini (2014) stresses, "the intention is not to give absolute answers in form of explanations, but rather to continuously raise questions."

Reading the vignettes is not only accessible to researchers, but also to practitioners. In many cases, vignette reading is already used in the training of teachers (Agostini 2017; Kahlhammer 2012). Here, teaching experiences are read together in the form of vignettes. The various explanations for the phenomena that have become visible are discussed after the reading. Frequently, attitudes and approaches become apparent through the various explanations. The reading of vignettes in a group reveals the understanding of the reading of each individual and thus triggers processes of exchange about one's own views of what has been read.

In the course of the ENABLES project, this insight will also be used for the development of school principals (Anderegg 2019; Ammann 2019). Vignettes, which have been collected by researchers who participated in the observation of school leaders, are to be the starting point for the exchange on leadership.

2.3 Understanding of Design Thinking as an arts-based method

Originally, Design Thinking referred to the way architects think and work, and subsequently also established itself in the technical field (see Schweppenhäuser, 2016; Kirchhoffer, 2014). Simon takes a decisive step towards breaking down the boundaries of the concept of design: "Engineers are not the only professional designers. Everyone designs who devises courses of action aimed at changing existing situations into preferred ones. Schools of engineering, as well as schools of architecture, business, education, law, and medicine, are centrally concerned with the process of design" (Simon, 1996, p. 111).

The current understanding of design thinking as an approach to the initiation of user-oriented innovations goes back significantly to Kelley, Leifer and Winograd, who founded the d.school at Stanford University in 2005 (cf. Meinel et al., 2015; Kirchhoffer, 2014; Plattner et al., 2009). According to Meinel and Leifer, Design Thinking can be characterized as follows: "Its human-centric methodology integrates expertise from design, social sciences, engineering, and business. It blends an end-user focus with multi-disciplinary collaboration and iterative improvement to produce innovative products, systems, and services" (Meinel & Leifer, 2011, p. 8). Recently, the methodology has also found increasing resonance in the educational context (see Schmidberger & Wippermann, 2018; Träutlein & Jesacher-Roessler 2019).

Design Thinking is characterized by a consistent user orientation that focuses on the actual needs of the target group when developing solutions to problems, while also keeping an eye on technological feasibility and profitability. Only when these three aspects are considered a promising solution can emerge (cf. Lewrick et al., 2018; Kelley & Kelley, 2014; Brown, 2009).
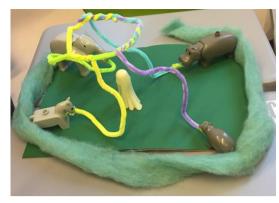
Core elements of Design Thinking are cooperation in a multidisciplinary team, flexible design of the workspace and the implementation of an iterative Design Thinking process.
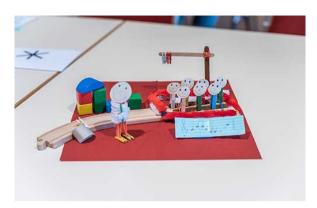
The multidisciplinary team ideally consists of four to six people whose diversity of perspectives broadens the range of solutions (see Lewrick et al., 2018).

A work space that can be flexibly designed opens up a not-everyday use and stimulates creativity. Variable furnishings such as bar tables, stools and rolling furniture are suitable for this purpose. In addition, sufficient pinboards and flipcharts for documentation as well as moderation and design materials for the development of prototypes should be available (cf. Plattner et al., 2009).

The Design Thinking process is made up of several consecutive steps. A special feature of the process is the iterative approach, which enables a continuous feedback to previous phases. On the one hand, this allows newly gained information and results to be reflected and included, and on the other hand, it allows emerging questions to lead to new solutions.

As already described, DTM works with the help of iterative processes. In addition to a multi-perspective view of the initial problem, this also involves finding new creative solutions for the challenges posed. To this end, methods are applied in the DT process that allow the solution to be visualized. Usually the working groups are encouraged to visualize solution processes with the help of abstract objects. In the field of school development, initial experience has already been gained, e.g. how regional networking between inner and outer school environments can be approached (see Fig. 1-4).

In our opinion, DTM is also a suitable method for leadership development. The processes for distributed leadership or the restructuring of an organization can be visualized by a) taking different perspectives and b) creating collage-like sequences of the envisioned change. While originally DTM was used to develop products, our experience show DTM can also be used for redesigning processes among organizations.

3 Method

To be included in the review, a publication had to be one that reports research into the use of arts-based and/or embodied methods for leadership development and offers knowledge on how such methods affect leadership development. For the AUSTRIAN review, a publication should be relevant to the area of generic arts-based literature (see understanding of vignettes and DTM) and research on vignettes and design thinking. Publications should fall within the fields of educational leadership; organizational / business leadership or community and social leadership. The search for literature to review consisted of 3 steps (see fig. 1), which are outlined below.

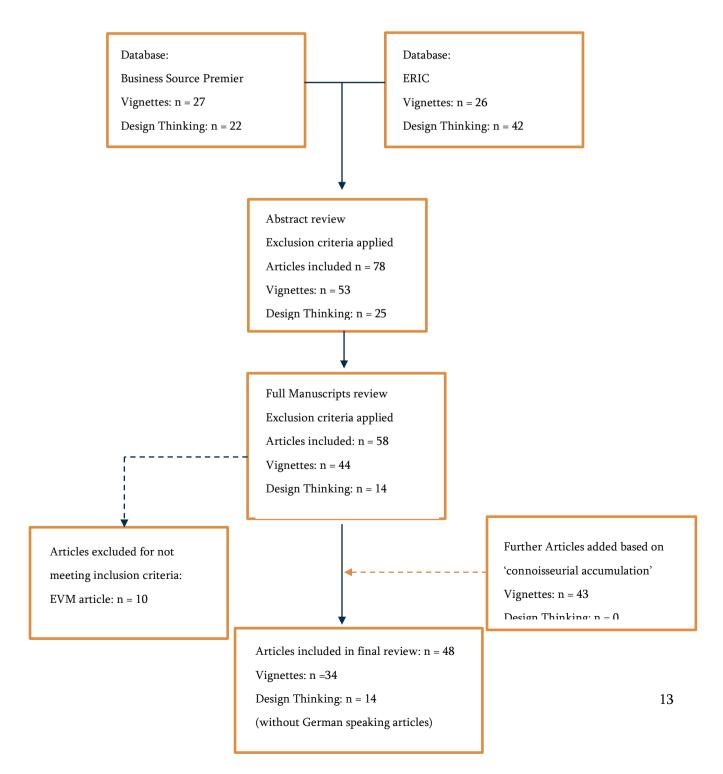## 3.1 Search Strategy 1 – Vignette focus

Once search criteria had been defined, LJR/PB conducted a systematic search of TWO databases (ERIC and Business Source Premier). In total, 6 different searches were undertaken. Key search terms for the 6 searches included combinations of leadership development, leadership training, vignettes and leadership in the TITLE and ABSTRACT. Upon closer inspection (a reading of the abstract, for example), a number of publications were removed. These searches yielded for BSP (n=27) and ERIC (n= 26), results. After the abstract review a total number of n=53 was left and after a final in-depth examination of the full texts, a number n=44. For a further analysis, the papers which used the "experimental vignette methodology" (EVM) were excluded as this approach has a different understanding of vignettes (n=10). Therefore, a total number of n= 34 remained.

3.2 Search Strategy 2 – Design Thinking focus

At the same time as search strategy one, LJR/PB conducted a further search of the databases mentioned above. The additional 4 searches focused on Design Thinking Method, leadership development, leadership and leadership training and were sourced from the fields of education and business. These searches yielded for BSP (n=22) and ERIC (n= 42) results. As with the first search strategy, literature has been considered since 2001. After the abstract review a total number of n=25 remained and after a final in-depth examination of the full texts, a number n=14.

3.3 Search Strategy 3 – German speaking literature

LJR then conducted an additional search in various sources. The reason for this additional step was that the vignette research in the presented form finds its origin in Austria. Key terms included "Vignetten" (vignettes), "Vignettenlektüre" (reading of vignettes), "Schulentwicklung und Vignetten" (school development and vignettes) and "Schulleitungshandeln" (leadership actions). The added sources were a number of book chapters and publications, based on her expert knowledge of the field. This has been termed 'connoisseurial accumulation.' However, these publications have not yet been considered for the literature review. This will be done at a later date.

Database:

Business Source Premier

Vignettes: n = 27

Design Thinking: n = 22

Database:

ERIC

Vignettes: n = 26

Design Thinking: n = 42

Abstract review

Exclusion criteria applied

Articles included n = 78

Vignettes: n = 53

Design Thinking: n = 25

Full Manuscripts review

Exclusion criteria applied

Articles included: n = 58

Vignettes: n = 44

Design Thinking: n = 14

Articles excluded for not meeting inclusion criteria:

EVM article: n = 10

Further Articles added based on 'connoisseurial accumulation'

Vignettes: n = 43

Design Thinking: n = 0

Articles included in final review: n = 48

Vignettes: n =34

Design Thinking: n = 14
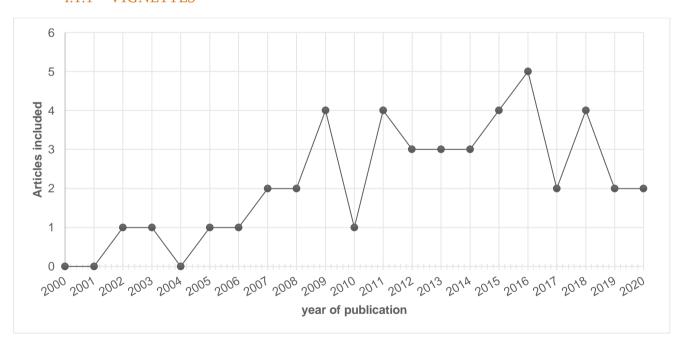
(without German speaking articles)

4 Findings

4.1 Overview of the studies (conceptual, empirical, methods)

The following graphs provide a more general overview of the identified literature regarding the vignette method and its implementation.

A total of 44 publications from various research domains of education and business have been included, covering the period since 2000. The chart below illustrates what seems to be an increase in publications articles relating to the vignette approach in the last few years. An overall rise in the number of publications in the recent decade since 2010 is evident, so that half of the articles included have been published in the last ten years. This indicates that the use of vignettes is an up-to-date and innovative method that is well received in the current generation of research. Its range of potential applications is only just being discovered and further decisive publications can be expected to follow in the near future
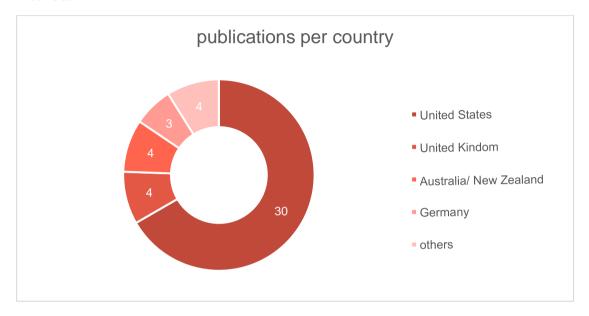
4.1.1 VIGNETTES

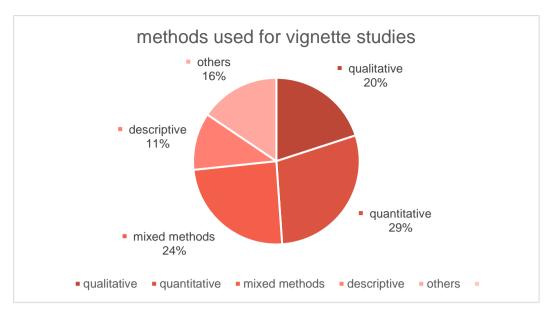Growth of articles on vignettes over the years

Our review shows that the vignette approach is utilized on an international level. Among the articles featured were publications from the United States, as well as articles from the United Kingdom, Australia, New Zealand and Germany. Furthermore a number of other countries in

which the method was occasionally used. At this point, however, the United States seems to be the front runner in the integration of vignettes as a tool in research. However, it must be taken into account that many of the American publications use a vignette approach that bears little resemblance to the understanding of the Austrian team. In the United States, leadership research is mainly represented and vignettes are often used in the tradition of the experimental vignette method.

Publications on vignettes per country

This contributed to the result that more than half (54%) of the vignette studies provide quantitative data or utilized at least a mixed methods approach. Only in 20% of the literature examined qualitative survey methods are applied the way the vignette method requires according to the understanding of the Austrian team. 11% of the articles were based on a descriptive approach. 16% presented other, non-specific methods of vignette use.

methods used for vignette studies

- qualitative 20%
- quantitative 29%
- mixed methods 24%
- descriptive 11%
- others 16%

Methods used in the included publications on vignettes

In summary, the reviewed publications contributed to the fields of Leadership research (Leadership training, Leadership styles, shared Leadership, gender in Leadership, Leadership ethics, cultural influences) and Business Education (Arts-based Methods, problem-solving skills, Leadership in higher education)
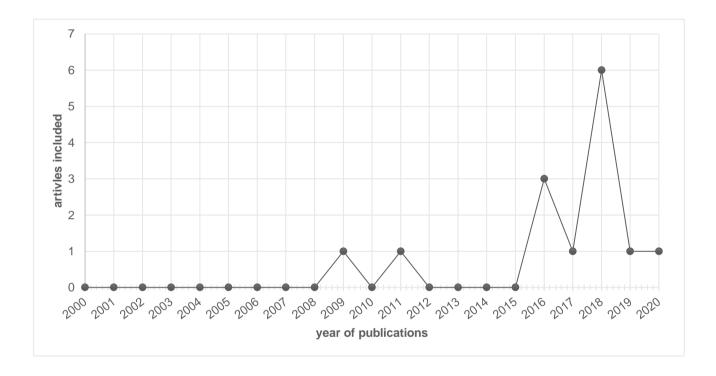
Topics included:

- Leadership research (psychology, economics, sociology)
- Leadership training
- Leadership styles
- Gender and Leadership
- Ethics in Leadership
- Business Education
- Leadership in (Higher) Education
- Art based Approach to distributed leadership
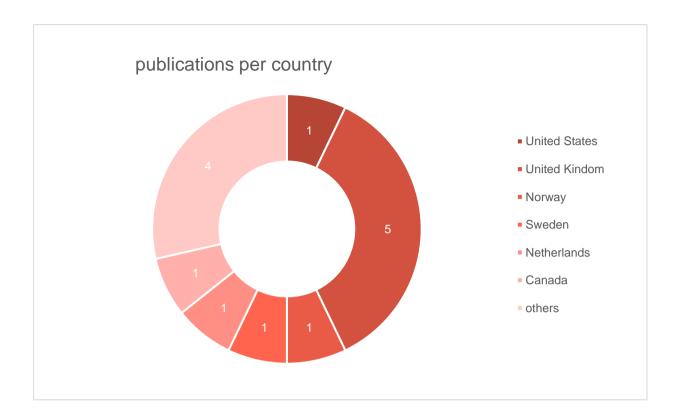- Cultural influences
- Problem-solving skills

4.1.2 DESIGN THINKING

In general, only a limited number of publications on the Design Thinking Method could be found. Therefore, the review will only include articles published after 2009, but an increase in publications in recent years can be noted. This is a positive indicator that interest in this pioneering research method is growing and that it yet has to unfold its potential in various contexts.
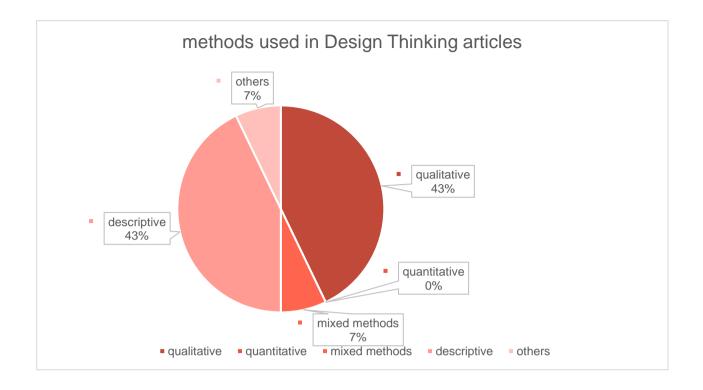
The reviewed literature issues publications on transformational leadership, organizational change, innovation processes in business and economics, product development and medical care.

Growth of articles on Design Thinking approach over the years

publications per country

- United States
- United Kindom
- Norway
- Sweden
- Netherlands
- Canada
- others

Design Thinking also shows an international footprint when it comes to the application and discussion of the method. The research seems to have been particularly well received in Great Britain. But European researchers as well, especially in Northern Europe, seem to be actively looking for new ways to apply the advantages of the methodology to different fields of research.

methods used in Design Thinking articles

- others 7%
- qualitative 43%
- quantitative 0%
- mixed methods 7%
- descriptive 43%

Legend: qualitative · quantitative · mixed methods · descriptive · others

Methods used in the included publications on Design Thinking Approach

Due to the limited number of articles concerning Design Thinking that could be included in the review, possible conclusions about how the method is generally applied can only be vague. However, it can be anticipated that descriptive methods are used in particular because although the advantages of the Design Thinking approach are widely accepted, there is still uncertainty about the practical implementation.

Studies that apply the method in practice appear to be mainly qualitative. No quantitative application of the methodology could be found. 7% of the articles reviewed were characterized by mixed methods, another 7% used other, undefined methods of the approach.

Topics included:

- Transformational Leadership
- Organizational Change
- Innovations in Business/ Economics
- New product development
- Medical Care

4.2 Outcomes

As it became apparent during the literature review process that the concept of the vignette method differs from the one that exists in the AT team, the publications were classified. Guiding principle was the use of the method. The following categories could be identified in the analysis:

- Vignettes as illustrative summary of qualitative data
- Vignettes as a stimulating example for in-depth questioning
- Experimental vignette methodology (EVM)
- Design Thinking as a theoretical concept
- Design Thinking as a practical example

4.2.1 Facets of Vignette Use

The following is a detailed description of the categories. Table 1 shows selected text passages that were used as anchor (typical) examples for the analysis.

The first category describes the use of vignettes as a "summary of qualitative data". Qualitative interview data was summarized so as to create illustrative examples.

> *"They were 'chosen because of the clarity which they illustrate emergent findings that life history is a process of 'becoming'; one of self-discovery, learning and identity construction" (Inman 2014, p. 255)*

These illustrative examples were titled as vignettes. They are not fictitious examples, but rather ones that have evolved from the qualitative data material. This form of vignette is partially similar to the concept which the AT-Team represents.

The second category utilizes the vignette approach as a link for further in-depth data collection.

> *"[…] vignettes enable new insights into place leadership, and allow for comparisons across regions and nations" (Beer et al. 2019)*

Thereby, data is combined in different ways and condensed to a vignette. Besides the condensing process, it is also stated that vignettes are concise.

> *"Vignettes are intended to be short, sharp and situation specific" (Loughran & Brubaker 2015)."*

Compared to the Austrian method, where vignettes are literary products, examples of video vignettes or computer simulations of different situations were found in the analyzed texts.

> *"Leaders were encouraged to review the record of a 30-minute compact video vignette about a typical day in their life and to identify any particular 'critical moments', incidents or activities of leadership roles, responsibilities, functions and decision-making being enacted." (Aubrey et al. 2013)*

These forms of vignettes are crafted, revised and condensed by the teachers or leaders themselves:

> *"After writing and revising their vignettes, not only did teachers claim that they were leaders, but they recognized that they were actually transforming the very meaning of leadership." (Lieberman et al. 2009)*

In addition, it is stated that the vignettes created in this way are also used for reflection:

> *"A vignette is somewhere between a case study and an event. It is typically about a set of events or experiences that lead to a deeper understanding of the writer's leadership role."(Liebermann et al. 2009)*

This type of vignette approach is similar to the AT approach in the following respects: A condensing process is performed and value is put on conciseness. The description of reflection is similar to the understanding of reading, which is central to the Austrian approach.

While the analysis showed that the vignettes were primarily read and reflected by the authors themselves ("personal level" see Loughran & Brubaker, 2015), there was only one example where a common reading in a team was done after the creation of the vignette. The format of a Professional Learning Community (PLC) was chosen for this joint discussion (cf. Liebermann et al. 2009).

The third category is addressed to the approach "experimental vignette methodology" (EVM). In doing so, fictitious, realistic scenarios are constructed as vignettes. The purpose of these constructs is to measure dependent variables using quantitative survey methods.

> *"[…] presenting participants with carefully constructed and realistic scenarios to assess dependent variables including intentions, attitudes, and behaviors, thereby enhancing*

experimental realism and also allowing researchers to manipulate and control independent variables" (Steffens et al. 2018)

The vignettes are designed in such a way that the interviewees specifically adopt a certain perspective (e.g. transformational leadership) in order to answer specific set of questions in this context.

"[…] participants were presented with a written vignette of a transformational or a nontransformational leader who instructs them to perform the subsequent task."
(Eberlin & Tatum 2008).

This form of questioning is mainly found in the discipline of psychology. This approach is far from the concept and intentions of vignettes in the Austrian approach. Moreover, the analysis showed that among the EVM there is little connection between developmental intention and using vignettes.

"[…] the use of a video-based scenario with real voices and human avatars increased the external validity and generalizability of the findings." (Marchiondo et al.2015)

Table 1: Categories with anchor examples of in-depth analysis

Method	Quote	Paper
Vignettes as examples	'Semi-structured biographical interviews with 18 individuals' produced '4 vignettes providing a grounded view of leadership as practiced and perceived by participants ' They were 'chosen because of the clarity which they illustrate emergent findings that life history is a process of 'becoming'; one of self-discovery, learning and identity construction'	Inman, M. (2014). Bringing life to leadership: The significance of life history in reviewing leadership learning within higher education. *International Journal of Leadership in Education*, *17*(2), 237–256. https://doi.org/10.1080/13603124.2013.867076
Vignettes as tools	Vignettes enable new insights into place leadership, and allow for comparisons across regions and nations	Beer, A., Ayres, S., Clower, T., Faller, F., Sancino, A., & Sotarauta, M. (2019). Place leadership and regional economic development: A framework for cross-regional analysis. *Regional Studies*, *53*(2), 171–182.

		Vignettes were a valid technique for exploring complex social, economic and political issues	https://doi.org/10.1080/00343404.2018.1447662
		Particularly for sensitive topics the use of video vignettes for program evaluation provides an inclusive, accessible, and more accurate method for participants to demonstrate their learning compared to traditional paper-and-pencil test formats	Dinora, P., Schoeneman, A., Dellinger-Wray, M., Cramer, E. P., Brandt, J., & D'Aguilar, A. (2020). Using video vignettes in research and program evaluation for people with intellectual and developmental disabilities: A case study of the Leadership for Empowerment and Abuse Prevention (LEAP) project. *Evaluation & Program Planning*, *79*, N.PAG-N.PAG. https://doi.org/10.1016/j.evalprogplan.2019.101774
		Vignettes are a realistic scenario comprising a dilemmatic situation, in which a decision between voice and silence had to be made	Monzani, L., Braun, S., & van Dick, R. (2016). It takes two to tango: The interactive effect of authentic leadership and organizational identification on employee silence intentions. *German Journal of Human Resource Management*, *30*(3–4), 246–266. https://doi.org/10.1177/2397002216649896
		Leaders were encouraged to review the record of a 30-minute compact video vignette about a typical day in their life and to identify any particular 'critical moments', incidents or activities of leadership roles, responsibilities, functions and decision-making being enacted The findings indicate that while professional leadership knowledge is likely to be more effective when planned, principled and accessible for application, in fact much leadership learning is serendipitous, incidental and hidden from view	Aubrey, C., Godfrey, R., & Harris, A. (2013). How Do They Manage? An Investigation of Early Childhood Leadership. *Educational Management Administration & Leadership*, *41*(1), 5–29. https://doi.org/10.1177/1741143212462702
		A vignette is somewhere between a case study and an event. It is typically about a set of events or experiences	Lieberman, A., & Pointer Mace, D. H. (2009). The role of 'accomplished teachers' in professional learning communities: Uncovering practice and enabling leadership.

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	that lead to a deeper understanding of the writer's leadership role. Examining leadership (rather than teaching) this time and writing about it, led to a deeper understanding of their new roles; opened up the conversation about leadership and its challenges as well as its successes; and gave teachers common ground to uncover in a community of their own making After writing and revising their vignettes, not only did teachers claim that they were leaders, but they recognized that they were actually transforming the very meaning of leadership.	Teachers and Teaching, 15(4), 459–470. https://doi.org/10.1080/13540600903057237
	Vignettes are intended to be short, sharp and situation specific The vignettes therefore explore specific instances of the overall theme of default behaviours in the coachee and are designed to illustrate the learning of, and value in, recognizing and responding to such recognition at a personal level. ➔ executive coaching can lead to deeper understandings of one's own practice	Loughran, J., & Brubaker, N. (2015). Working with a Critical Friend: A Self-study of Executive Coaching. Studying Teacher Education, 11(3), 255–271. https://doi.org/10.1080/17425964.2015.1078786
EVM experimental vignette methodology	"Presenting participants with carefully constructed and realistic scenarios to assess dependent variables including intentions, attitudes, and behaviors, thereby enhancing experimental realism and also allowing researchers to manipulate and control independent variables"	Steffens, N. K., Fonseca, M. A., Ryan, M. K., Rink, F. A., Stoker, J. I., & Nederveen Pieterse, A. (2018). How feedback about leadership potential impacts ambition, organizational commitment, and performance. The Leadership Quarterly, 29(6), 637–647. https://doi.org/10.1016/j.leaqua.2018.06.001

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	the use of a video-based scenario with real voices and human avatars increased the external validity and generalizability of the findings	Marchiondo, L. A., Myers, C. G., & Kopelman, S. (2015). The relational nature of leadership identity construction: How and when it influences perceived leadership and decision-making. *The Leadership Quarterly*, *26*(5), 892–908. https://doi.org/10.1016/j.leaqua.2015.06.006
	Participants were presented with a written vignette of a transformational or a nontransformational leader who instructs them to perform the subsequent task Then the vignettes were rated on patterns of organizational justice	Eberlin, R. J., & Tatum, B. C. (2008). Making just decisions: Organizational justice, decision making, and leadership. *Management Decision*, *46*(2), 310–329. https://doi.org/10.1108/00251740810854177
	Vignettes observe and evaluate activities through a personal lens. The data in the vignettes are reported as a case study in order to inform the research questions: - what role could distributive leadership play in higher education today? - How effective might it be in preserving collegial cultures?	Zepke, N. (2007). Leadership, power and activity systems in a higher education context: Will distributive leadership serve in an accountability driven world? *International Journal of Leadership in Education*, *10*(3), 301–314. https://doi.org/10.1080/13603120601181514
	'Vignettes create specific, life-like situations for decision-making evaluation' to 'examined the role played by attitudes towards ethical dilemmas'	Jensen, C. D. (2016). Action research to support development of engineering for sustainable development degree programs, part I: Collaborative community action research vignettes. *Journal of Cleaner Production*, *122*, 164–175. https://doi.org/10.1016/j.jclepro.2015.09.088

4.2.1   Facets of DTM Use

The categorization of the literature review on the Design Thinking Method (DTM) was different. Here the analysis of the material yielded two broad categories: DTM as a theoretical approach and DTM as a practical approach.

Since DTM is a relatively new concept, the first papers on this approach were not published until 2008. Against this background, many articles are initially focused on the concept itself, without offering concrete details on its enactment and where thereby accumulated to the category "theoretical approach

These articles show that, especially in the context of Leadership, DTM offers potentials in the following areas:

- *realistic approach, which can map social dynamics (Krupp et al. 2017)*
- *Problem-solving approach and organizational culture-changing approach (Dunne 2018)*
- *strategy development and business model innovation (Leavy 2011)*
- *product-centric to customer-centric, and marketing-focused to user-experience-focused (Naiman 2016).*

It shows that the understanding of DTM is very similar to that of the AT team. However, the articles lack a foresighted discussion of the potential of this method for leadership development. In the category "Design Thinking as a practical example" the articles describe, among other things, that the application and use of DTM has made it possible to develop new leadership skills. Due to the holistic approach, which was already described in the theoretical papers as changing organizational culture, new forms of leadership and organizational development could be identified (Snyder et al 2018*)*.

The articles also emphasize that the DTM method consists of many small individual steps (Appleyard et al. 2020). Management plays an important role in this process - but not necessarily a central one, which is why DTM is often associated with concepts of shared leadership.

> *"So, Leaders were able to identify both constraints and possibilities for changing the culture from disengagement to engagement." (Snyder et al. 2018)*

By using the DTM method, a deeper understanding of challenges and their possible solutions is provided within the organization.

Using DTM as an approach in developing leadership is new and has not yet been discussed in the articles included in the literature review

Table 2: Categories with anchor examples of in-depth analysis

Method	Quote	Artikle
Design Thinking as a theoretical concept	Design Thinking Approach descripted as 'empathizing with users and conducting experiments knowing many will fail' The article 'focused not on how individual design-thinking teams did their work but on how the senior executives who commissioned the work interacted with and enabled it' The authors studied almost two dozen major **design-thinking** projects within large private- and public-sector organizations in five countries and found that effective leadership is critical to their success	Bason, C., & Austin, R. D. (2019). The Right Way to Lead Design Thinking. *Harvard Business Review*, *97*(2), 82–91.
	The article 'discusses the **need** for popular innovation methodology to be closely aligned with the realities and social dynamics of established **businesses** to reach its full potential'	Kupp, M., Anderson, J., & Reckhenrich, J. (2017). Why Design Thinking in Business Needs a Rethink. *MIT Sloan Management Review*, *59*(1), 42–44.
	Design thinking as both a problem-solving *process* and a *way of thinking* about problems A qualitative study to 'explore organizations' goals in adopting design thinking, the challenges such programs encounter, and the approaches they have taken to deal with these challenges'	Dunne, D. (2018). Implementing design thinking in organizations: An exploratory study. *Journal of Organization Design*, *7*(1), 16. https://doi.org/10.1186/s41469-018-0040-7
	Executives should look to the concept of ''design thinking'' and learn how to apply it more widely to processes like strategy development and business model innovation	Leavy, B. (2011). Roger Martin explores three big ideas: Customer capitalism, integrative thinking and design thinking. *Strategy & Leadership*, *39*(4), 19–26. https://doi.org/10.1108/10878571111147369

	The focus of **innovation** has shifted from being engineering-driven to **design**-driven, from product-centric to customer-centric, and marketing-focused to user-experience-focused	Naiman, L. (2016). Use Design Thinking to Develop Creativity and Innovation. *Communication World*, 1–1.
	Design thinking is a term being used today to define a way of thinking that produces transformative innovation.	Gloppen, J. (2009). Perspectives on Design Leadership and Design Thinking and How They Relate to European Service Industries. *Design Management Journal*, 4(1), 33–47. https://doi.org/10.1111/j.1942-5074.2009.00005.x
Design Thinking as a practical example	[I]t is a hypothesis driven process that is problem, as well as solution, focused. It relies on abduction and experimentation involving multiple alternative solutions that actively mediate between possibilities and constraints and is best suited to decision contexts where uncertainty and ambiguity are high. The articles 'identified 14 capabilities that define design-driven leadership to move the healthcare system' 'by adopting and learning from design thinking practices to identify meaning, purposeful thinking, and patient-oriented innovation'	Koomans, M., & Hilders, C. (2016). Design-Driven Leadership for Value Innovation in Healthcare. *Design Management Journal, 11*(1), 43–57. https://doi.org/10.1111/dmj.12031
	The core innovation team devised a new innovation process with four phases: Discovery, Interpretation, Ideation, and Implementation; emphasis on careful user observation and needs discovery	Appleyard, M. M., Enders, A. H., & Velazquez, H. (2020). Regaining R&D Leadership: The Role of Design Thinking and Creative Forbearance. *California Management Review, 62*(2), 12–29. https://doi.org/10.1177/0008125619897395
	As a general approach, design thinking aims to open new spaces for creativity that foster deeper understandings of	Snyder, K., Ingelsson, P., & Bäckström, I. (2018). Using design thinking to support value-based leadership for sustainable quality development. *Business Process Management*

the problem, the audience (customer) and what is the need to for sustainable development Design thinking was used a method and framework to develop understanding and awareness about the realities of leading in manufacturing Design thinking and the methods used to develop work culture provided leaders with new insights into the culture within the company. Leaders were able to identify both constraints and possibilities for changing the culture from disengagement to engagement.	

4.3 Leadership understanding in the literature

The analysis of the papers showed that the concepts of leadership were not differentiated. In many cases, the term leadership was simply used without going into the particular characteristics in more detail. Especially the articles that were searched for in the context of the keywords "vignettes and leadership training" dealt more with the use and application of vignettes and less with the accompaniment or development of a style of leadership. The EVM was a different case, where vignettes were used as a research tool to specifically query certain types of leadership. However, since this understanding of vignettes does not correspond to the underlying concept, these articles were not further considered. Results were interesting where vignettes were used as a reflection instrument for one's own leadership behavior. This use requires a certain understanding of leadership - although little or no attention was paid to this in the articles.

An in-depth analysis of the DTM papers with regard to the existing leadership understandings showed that here, too, there was no coherent picture. DTM as a method is mainly used when it comes to supporting leaders in coping with increasingly complex challenges (Gallagher and Thordarson, 2018). The method certainly aims at empowering all employees and to cope with complexity by distributing leadership among several people. DTM as a method of organizational

development assumes per se that there is no single strong leader who can manage everything on its own. DTM is based on a shared understanding of leadership.

Selected articles underline this approach as a new one for school developmental processes where leaders empower others in designing new processes (e.g. curricula development, see Saulnier, Ahn, Bagiati, Brisson, 2015). DTM was also mentioned in connection with sustainable leadership (Lees and Uri 2018). Whereby "sustainable" was not further defined.

4.4 Impact of Vignettes and DTM for leadership development

In order to examine the approach of vignette research as well as the use of DTM in relation to leadership development in more detail, further results will be presented and discussed in a second step. For this purpose, the impact of the applied methods on leadership development was examined in depth. Based on the previous analysis, the articles on EVM will not be considered further. This in-depth analysis resulted in a number of categories specifying the impact of the method according to the respective article.

The first category describes vignettes as "generating new and meaningful insights". The method proved to be effective in creating illustrative examples of the gathered data and thus providing an opportunity to close cultural and social gaps.

> *"The unequivocal evidence from this research is that vignettes on place leadership generate meaningful insights. In the widest possible terms, we can draw conclusions about the similarities and differences across the six researched nations"* (Beer et al., 2019)

The second category utilizes vignettes to "reflect the personal understanding of leadership". Though leadership is framed by the subjective environment of the individuum, vignettes enable to tangible communicate those individual perspectives.

> *"The vignettes provide a particular grounded view of leadership as practiced and perceived by those participating in the research […] leadership is autobiographic in character, grounded in life history and is, therefore, very individual"* (Inman, 2014)

Findings suggest that actively reflecting and formalizing leadership decisions will lead to a more informed leadership performance *(Loughran & Brubaker, 2015)*. Therefore, communication amongst leaders is key and can be stimulated by applying vignettes to associated individuals with

diverse backgrounds to share their perspectives. Thus, a sense of community can even emerge through mutual exchange.

> "Examining leadership (rather than teaching) this time and writing about it, led to a deeper understanding of their new roles; opened up the conversation about leadership and its challenges as well as its successes; and gave teachers common ground to uncover in a community of their own making." (Lieberman & Pointer Mace, 20099

Furthermore, vignettes emerged as "tools to make implicit assumptions about leadership more visible". While systematic approaches of transferring leadership expertise proved to be successful in many respects, observations of actual executed leadership contributed additional insights.

> "[…] the study findings indicate that while professional leadership knowledge is likely to be more effective when planned, principled and accessible for application, in fact much leadership learning is serendipitous, incidental and hidden from view." (Aubrey et al., 2013)

The findings suggest that leaders are able to contribute valuable internalized expertise beyond conscious decision-making processes. Vignettes allow researchers to make these aspects of leadership learning accessible.

> "In some cases, this extra perspective led to a better understanding by comparing their lived experience to what might have been reported or unmentioned in interviews." Gale & Bishop, 2014)

Additional to displaying real-life learning opportunities, vignettes perform well as stimulations to imitate realistic scenarios of educational leadership. They provide excellent opportunity to couple both conceptual learning with practice in a safe and self-paced environment (Gurley & Wilson, 2011).

> "We propose that there are benefits to social, collaborative forms of learning about theories in the field of educational leadership. In particular, if aspiring leaders share ideas and practices from different schools and contexts (first component of the framework), they can assemble an intricate portrait of the theory and further elaborate their own stance toward the theory" (Roegman & Woulfin, 2019)

The vignettes in this category are intended to close the gap between theory and practice. They can be used as scenario-based impulse to initiate problem-oriented and constructive discussions amongst current and aspiring practitioners *(Kearney & Herrington, 2013).*

On behalf of this understanding, shared reading and discussing vignettes is essential.

In the context of the literature review, the impacts of the Design Thinking method were also examined from the articles. The results show that the method describes the following impacts:

The reviewed articles were preceded by the assumption that a condition for successful DTM processes is an active and effective leadership ethos (Bason & Austin, 2019). The use of DTM requires a willingness to allow innovative changes.

As DTM is a

> "hypothesis driven process that is problem, as well as solution, focused. It relies on abduction and experimentation involving multiple alternative solutions that actively mediate between possibilities and constraints and is best suited to decision contexts where uncertainty and ambiguity are high. Iteration, based on learning through experimentation, is seen as a central task." (Koomans & Hilders, 2016)

Through the research of Koomans and Hilders (2016) it could be shown that the use of DTM led to new leadership capabilities, which are particularly important in intersectional work. Context-sensitive leadership is becoming increasingly important in the educational field. DTM approaches help in leadership training, especially in the areas of strategy, change management and uncertainty (Dunne, 2018; Lees & Uri, 2018).

DTM changes the perspective, the focus is no longer on the results but on the actors (Naiman, 2016). For schools, this means that through DTM, learners become the focus of interest. DTM thus promotes a development that puts Leadership for Learning at the center.

By using DTM leaders develop a "a new dynamic capability called creative forbearance" (Appleyard et al., 2020) which helps them to deal better with changing environments.

Snyder et al. (2018) state that leaders who get engaged in a DTM process gain new experiences regarding their organization's culture. According to the authors, this is particularly important, as it is often not clarified how cultural assumptions affect changes and innovations.

Through the phases of the process, DTM creates a structure for development processes and thereby opens up new perspectives step by step. The iterative approach creates an awareness that initial results have to be scrutinized again and sometimes even revised, which intensifies the cooperation within the team. Moreover, the involvement of many actors in a change process is created by DTM (cf. Lake et al., 2018). In this way, DTM can also influence the development of a distributed understanding of leadership.

Another aspect of DTM is to focus on solutions. This has the potential to be an important change of perspective, especially for leaders.

4.5 Implications for further research

The literature review has shown that both vignettes and DTM are widely discussed in relation to leadership. Nevertheless, an in-depth analysis of perceptions, especially of vignettes, showed that the Austrian team's understanding exceeds the theory and concepts. The two approaches have so far been less considered in terms of the arts-based or embodied aspects. Here it seems important to examine both methods in more detail with regard to their aesthetic core.

For the work with the vignette approach, the following specific questions can be formulated:

- To what extent can the reading of vignettes stimulate the professional learning of leaders?
- How can the reading of vignettes make visible the different perceptions of leadership culture in the school team?
- How can the reading of vignettes as an instrument in professional training in order to enable a multi-perspective view of school experiences be established?

The findings of the review suggest that further research on DTM should be carried out on the following question:

- To what extent does DTM support leaders not just in coping more flexibly with unexpected events (e.g. COVID-19) but also in terms of developing distributed team structures?

And finally, the following question remains to be answered:

To what extent are vignettes and DTM arts-based development tools for distributed leadership?

4. Concluding remarks

On the one hand, the literature review demonstrated that the understanding of the two instruments "Vignette" and "DTM" is well known in the literature. However, the definitions of what is understood by vignettes and how DTM is used are different. The examination of the broad understanding of vignettes has particularly shown that the concepts and approaches of the Innsbruck vignette research with its starting point in body phenomenology are special.

It should be noted here that the literature review also showed that hardly any English-language literature on this approach exists, which makes it problematic to include this approach in the international discourse.

Nevertheless, parallels could be discovered in some studies, such as Liebermann et al. 2009. In connection with leadership research, which has so far only been superficially available for Innsbruck vignette research and in a few limited approaches (Ammann 2019, Schratz et al. 2019), the literature review provided promising suggestions. Precisely because the reading of vignettes has so far not been taken sufficiently into account, it can be elaborated by linking it to the work of Roegman and Woulfin (2019) and Aubrey et al. (2013), who used vignettes as reflection and as perceptual refinement for meta-level learning process.

In connection with the DTM, it remains to be said that the literature review has confirmed the existing understanding. However, the review also revealed that there are only a few practical findings on the use of DTM in the context of leadership development. This may be related to the fact that the approach is new and only appeared up from 2009 in leadership and research discourses.

In sum the reviewed literature lacked for both approaches, vignettes and DTM, an understanding as arts-based methods. As mentioned above, this has important potential for further research.

5. Appendix (list of publications – in alphabetical order, divided by source and approach)

4.5.1 VIGNETTES - BSP

Aguinis, H., & Bradley, K. J. (2014). Best Practice Recommendations for Designing and Implementing Experimental Vignette Methodology Studies. Organizational Research Methods, 17(4), 351–371. https://doi.org/10.1177/1094428114547952

Aubrey, C., Godfrey, R., & Harris, A. (2013). How Do They Manage? An Investigation of Early Childhood Leadership. Educational Management Administration & Leadership, 41(1), 5–29. https://doi.org/10.1177/1741143212462702

Beer, A., Ayres, S., Clower, T., Faller, F., Sancino, A., & Sotarauta, M. (2019). Place leadership and regional economic development: A framework for cross-regional analysis. Regional Studies, 53(2), 171–182. https://doi.org/10.1080/00343404.2018.1447662

Christie, A., Barling, J., & Turner, N. (2011). Pseudo-Transformational Leadership: Model Specification and Outcomes1. Journal of Applied Social Psychology, 41(12), 2943–2984. https://doi.org/10.1111/j.1559-1816.2011.00858.x

Darouei, M., & Pluut, H. (2018). The paradox of being on the glass cliff: Why do women accept risky leadership positions? Career Development International, 23(4), 397–426. https://doi.org/10.1108/CDI-01-2018-0024

Dexter, B., & Prince, C. (2007). Evaluating the impact of leadership development: A case study. Journal of European Industrial Training, 31(8), 609–625. https://doi.org/10.1108/03090590710833660

Dinora, P., Schoeneman, A., Dellinger-Wray, M., Cramer, E. P., Brandt, J., & D'Aguilar, A. (2020). Using video vignettes in research and program evaluation for people with intellectual and developmental disabilities: A case study of the Leadership for Empowerment and Abuse Prevention (LEAP) project. Evaluation & Program Planning, 79, N.PAG-N.PAG. https://doi.org/10.1016/j.evalprogplan.2019.101774

Eberlin, R. J., & Tatum, B. C. (2008). Making just decisions: Organizational justice, decision making, and leadership. Management Decision, 46(2), 310–329. https://doi.org/10.1108/00251740810854177

Ensari, N., & Murphy, S. E. (2003). Cross-cultural variations in leadership perceptions and attribution of charisma to the leader. Organizational Behavior and Human Decision Processes, 92(1), 52–66. https://doi.org/10.1016/S0749-5978(03)00066-9

Felfe, J., & Schyns, B. (2006). Personality and the Perception of Transformational Leadership: The Impact of Extraversion, Neuroticism, Personal Need for Structure, and Occupational Self-Efficacy1. Journal of Applied Social Psychology, 36(3), 708–739. https://doi.org/10.1111/j.0021-9029.2006.00026.x

Hughes, P. J., & Harris, M. D. (2017). Organizational Laundering: A Case Study of Pseudo-Transformational Leadership. 20.

Inman, M. (2014). Bringing life to leadership: The significance of life history in reviewing leadership learning within higher education. International Journal of Leadership in Education, 17(2), 237–256. https://doi.org/10.1080/13603124.2013.867076

Jensen, C. D. (2016). Action research to support development of engineering for sustainable development degree programs, part I: Collaborative community action research vignettes. Journal of Cleaner Production, 122, 164–175. https://doi.org/10.1016/j.jclepro.2015.09.088

Jepsen, D., Hine, D., Noblet, A., & Cooksey, R. (2009). Employee Ethical Attitudes: Contextual Differences and Impact on Perceived Quality of Leadership Relationships. International Employment Relations Review, 15(1), 39.

Levy, P. E., Cober, R. T., & Miller, T. (2002). The Effect of Transformational and Transactional Leadership Perceptions on Feedback-Seeking Intentions. Journal of Applied Social Psychology, 32(8), 1703–1720. https://doi.org/10.1111/j.1559-1816.2002.tb02771.x

Marchiondo, L. A., Myers, C. G., & Kopelman, S. (2015). The relational nature of leadership identity construction: How and when it influences perceived leadership and decision-making. The Leadership Quarterly, 26(5), 892–908. https://doi.org/10.1016/j.leaqua.2015.06.006

Monzani, L., Braun, S., & van Dick, R. (2016). It takes two to tango: The interactive effect of authentic leadership and organizational identification on employee silence intentions. German Journal of Human Resource Management, 30(3–4), 246–266. https://doi.org/10.1177/2397002216649896

Nübold, A., Muck, P. M., & Maier, G. W. (2013). A new substitute for leadership? Followers' state core self-evaluations. The Leadership Quarterly, 24(1), 29–44. https://doi.org/10.1016/j.leaqua.2012.07.002

Owen, J. E., Hassell-Goodman, S., & Yamanaka, A. (2017). Culturally Relevant Leadership Learning: Identity, Capacity, and Efficacy. Journal of Leadership Studies, 11(3), 48–54. https://doi.org/10.1002/jls.21545

Steffens, N. K., Fonseca, M. A., Ryan, M. K., Rink, F. A., Stoker, J. I., & Nederveen Pieterse, A. (2018). How feedback about leadership potential impacts ambition, organizational commitment, and performance. The Leadership Quarterly, 29(6), 637–647. https://doi.org/10.1016/j.leaqua.2018.06.001

Thoroughgood, C. N., Hunter, S. T., & Sawyer, K. B. (2011). Bad Apples, Bad Barrels, and Broken Followers? An Empirical Examination of Contextual Influences on Follower Perceptions and Reactions to Aversive Leadership. Journal of Business Ethics, 100(4), 647–672. https://doi.org/10.1007/s10551-010-0702-z

Zepke, N. (2007). Leadership, power and activity systems in a higher education context: Will distributive leadership serve in an accountability driven world? International Journal of Leadership in Education, 10(3), 301–314. https://doi.org/10.1080/13603120601181514

4.5.2   VIGNETTES - ERIC

Banilower, E. R., Fulp, S. L., & Warren, C. L. (2010). Science: It's Elementary Year Four Evaluation Report. 97.

Collins, R. H., Sibthorp, J., & Gookin, J. (2016). Developing Ill-Structured Problem-Solving Skills Through Wilderness Education: Journal of Experiential Education. https://doi.org/10.1177/1053825916639611

Croteau, S. M., & Lewis, K. (2016). "Just Like the Other Boys": Meeting the Needs of Gender Diverse Students. Journal of Cases in Educational Leadership. https://doi.org/10.1177/1555458916664767

Crow, G. M., Arnold, N. W., Reed, C. J., & Shoho, A. R. (2012). The Complexity of Leveraging University Program Change: Journal of Research on Leadership Education. https://doi.org/10.1177/1942775112455877

Culver, M. K. (2009). Applying Servant Leadership in Today's Schools. In Eye on Education. Eye on Education.

Eddy, P. L., & Ward, K. (2015). Lean In or Opt Out: Career Pathways of Academic Women. Change: The Magazine of Higher Learning, 47(2), 6–13. https://doi.org/10.1080/00091383.2015.1018082

Gale, J. J., & Bishop, P. A. (2014). The Work of Effective Middle Grades Principals: Responsiveness and Relationship. RMLE Online, 37(9), 1–23. https://doi.org/10.1080/19404476.2014.11462112

Gurley, K., & Wilson, D. (2011). Developing Leadership Skills in a Virtual Simulation: Coaching the Affiliative Style Leader. Journal of Instructional Pedagogies, 5. https://eric.ed.gov/?q=Developing+Leadership+Skills+in+a+Virtual+Simulation%3a+Coaching+the+Affiliative+Style+Leader&id=EJ1096964

Kearney, W. S., & Herrington, D. E. (2013). The Role of Inquiry in Closing the Gap between University Experience and Assistant Principal Career Transition through Simulated Realistic Job Preview. Education Leadership Review, 14(1), 69–82.

Lieberman, A., & Pointer Mace, D. H. (2009). The role of 'accomplished teachers' in professional learning communities: Uncovering practice and enabling leadership. Teachers and Teaching, 15(4), 459–470. https://doi.org/10.1080/13540600903057237

Lisk, T. C., Kaplancali, U. T., & Riggio, R. E. (2011). Leadership in Multiplayer Online Gaming Environments: Simulation & Gaming. https://doi.org/10.1177/1046878110391975

Long, S. S., LeLoup, J. W., Derby, L., & Reyes, R. J. (2014). Fusing Language Learning and Leadership Development: Initial Approaches and Strategies. Dimension. https://eric.ed.gov/?q=Fusing+Language+Learning+and+Leadership+Development%3a+Initial+Approaches+and+Strategies&id=EJ1080170

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