Communities Shared Leadership

A civic initiative in Ecuador

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Final Version
00.00.2018

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"He hoped that an analysis of space, and specifically of the "lived spaces" that people actually experience, would be able to apprehend human life as a complex whole and avoid reducing our understanding of experience to small fractions of life, such as class status, gender, race, income, consumer habits, marital status, and so on."

Henri Lefebvre

Acknowledgements

Abstract

With the rapid changes in governance structures and the demand for decentralized and more efficient decision-making processes, there is an increasing urge for citizens to take action. This current research seeks to understand how shared leadership structures can enhance participation and engagement in civic initiatives. To show how networks develop and produce stronger outcomes for a project, a case study placed in Canoa, Ecuador is analysed as an example of such a broad collaborative initiative. The study is conducted by means of semi-structured interviews, surveys and document analysis. The findings are presented through 5 lines of reasoning: organizational structure, leadership orientation, community engagement, team development and project outcomes. The conclusions of this research show the importance of leadership and its effects on engagement within a civic initiative by stressing the achieved outcomes of the project. It also clarifies the role of the planner in this process in order to reduce the gap between theoretical discourse and common practice.

Keywords: Shared leadership, community leadership, citizens` engagement, civic initiatives, corporate world.

Summary

The first chapter of this thesis introduces the role of shared-leadership in civic initiatives. This chapter also introduces the main research question as well as the subquestions which will be answered in a theroretical an empirical way throughout this paper. To explore how shared-leadership structures can enhance participation and engagement in civic initiatives, chapter two provides the theoretical framework for this thesis. As such the chapter serves as an introduction to the relevant concepts, and discusses the shared-leadership relationships that appear in civic initiatives and their impact in citizens' engagement. At the end of the chapter an analysis of the similarities between shared leadership in civic inititaives and agility in the corporate world is presented in order to provide a full understanding of the relevance and current developments in this field. These elements provide a framework that is used as research methodology and design, which is explained more extensively in chapter three and applied in the case study, of an urban civic initiative in Canoa, Ecuador. The research methods used are triangulation; semi-structured interviews, surveys, and a document analysis.

Chapter four presents the case study "TSL Canoa". The relevant information of the project, important factors and the context of the project as well as the data collected by the methods explained in chapter three. In this chapter a shared-leadership analysis based on the theoretical framework and data collection is presented in order to discuss the findings. These findings are presented in five lines of reasoning: organizational structure, leadership orientation, community engagement, team development and Project outcomes.

Chapter five presents a discussion and conclusion about the presence of shared leadership in civic initiatives. The research questions are answered and recommendations for further research are made. Finally, Chapter six reflects on the methodology, the findings and the overall process of this research.

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Abbreviations

TSL or Taller Social Latinoamericano
Spanish for Latin American social workshop

CLEA or Coordinadora Latinoamericana de Estudiantes de Arquitectura
Spanish for The Latinamerican coordinator of architecture students

ONEA or Organizacion Nacional de Estudiantes de Arquitectura
Spanish for National Organization of architecture students

Why Shared- Leadership?

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Chapter 1
Why Shared-Leadership?

Civic initiatives have become more prominent in the last few years but all with different approaches which are very context related. Nowadays, we see an increasing amount of self-spurred action from citizens towards everyday topics that affect their livelihood. Even if people started their own work structure in order to reach certain goals, more often than not we see them emerge more as a group than as individuals. Shared-leadership and horizontal structures are generally identified in such cases. This way of approaching solutions and working in a trustful environment, where everyone has a saying and is responsible at the same time enriches these groups.

This thesis investigates the insights obtained from a broad collaborative urban project held in Ecuador. This particular civic initiative, how its shared-leadership structure was present, and how much it influenced the citizen participation is the main topic of this research. At the same time to understand how a shared-leadership structure works in an urban setting it is crucial to see how the corporate world is approaching horizontal ways of working. In the last few years, companies have turned their eyes to a new organizational structure where shared-leadership is one of the main components (Walsh and Volini, 2017). The case study discussed in this thesis will further show the parallels between complex informal networks that a civic project can overtake and the corporate world formal context. Citizens' initiatives in Ecuador have grown in the last few years, as people have developed more resilience in achieving their goals and increasingly have decided in to take matters in their own hands due to a lack of governmental polices related to grassroots innovations.

Community leadership according to Beer & Clower (2003) is what individuals, or groups can do in order to bring positive change to a community, city, or a region. This kind of leadership is more collaborative than hierarchical and can be an effective approach both in a formal and informal setting where power is shared between differnt actors, or peers. A collaborative leadership approach could be more effective in sharing such an informal power structure. Therefore, shared leadership will be studied from an organizational structure perspective. How such networks are created to approach a project, has a specific impact in the community engagement and consequently in the project outcome. This type of community-based shared leadership has been especially present in the corporate world in the last few years. Studying the shared leadership structure in an urban civic initiative and link it to the corporate world will give spatial planning practice a broad perspective about how different actors interact in different types of projects. This study will focus on these key actors' interactions which translate to the private sector, public sector, academia, professionals, collectives, as well as to students and volunteers.

1.1 Academic and Societal relevance
As Horlings (2017) explains, the mission of spatial planning is to create a bridge between 'what is', 'what could be' and 'what should be'. The transformation of spaces leads to ethical

questions such as what kind of places do we want to have in the future. The focus will be to determine a way to reduce the gap between theory and practice in planning by studying how citizens are self-governing. By understanding how these processes develop, the planner could also better understand his own role in this process. This research elaborates on the scarce resources that citizen initiatives have in Ecuador. The idea therefore is to study the form of leadership structure that makes them a reality in spite of the obstacles that come with a lack of resources. The aim is to provide a clear understanding of how shared leadership can help in developing civic initiatives, the way that they influence the level of citizen engagement, and the role of the planner in these civic initiatives and their influence in other disciplines.

1.2 Research Goal

This study seeks to understand the shared-leadership structure in civic initiatives and its impact on citizen engagement. The results of a case study like this will be valuable for the understanding of civic initiatives, how they organize and how they engage citizens in their projects. The main question of this research is therefore framed in the continuing debate fostered by academics towards finding a successful practice for citizen engagement, and can give a clearer view which narrows the gap between planning theory and practice. This research could specifically help planners by understanding the processes of civic initiatives as well as how shared leadership structure is applied such specific cases. This information can then be used as a guide in practice. A focus on the strengths and weaknesses of these initiatives provides a framework for the understanding of how they work and how to make projects more successful.

Planning practice could use evidence gathered in this study to better understand how citizens are currently approaching planning problems in their hands. This tool will give the planner clearer ideas on how to interact and built a project within a society that is already open to working together and looking for collaborative results. This thesis links the planning work structures to the corporate world making a relation on how practice learning experiences from these two different disciplines can embedded and take as a benchmark for other projects or further research.

1.3 Research Questions

This study aims to analyse how shared leadership is present in civic initiatives and it can influence the community engagement in the project. This research analize the practice of a local civic initiative in Canoa (Ecuador). The main question of this research is:

**How can shared leadership structures enhance participation
and engagement in civic initiatives?**

This main research question will be answered by means of three sub-questions from the literature analysis and three from the empirical analysis:

Literature
    1. How is shared-leadership present in civic initiatives?
    2. How can citizen engagement be defined and influenced by shared-leadership organizational structures?
    3. How are shared-leadership structures present in the corporate world and how this is related to civic initiatives?

Empirical
    1. What are the leadership structures identified in the case study in Canoa, Ecuador?
    2. How do the different networks work in order to reach the outcomes of the project?
    3. What leadership approaches were applied during the process to engage the community in the project?

1.4 Thesis Structure

Chapter two establishes a theoretical framework for the research. This chapter introduces us to the relevant concepts and discusses the shared-leadership relationships that appear in civic initiatives and their impact in citizens' engagement. These elements will form a framework that will be used as the research methodology that is explained more extensively in chapter three and applied in the case study.

Chapter four presents the case study "TSL Canoa". The relevant information of the project, important factors and the context of the intervention as well as the data collected through the methods explained in chapter three. In the following chapter, a shared-leadership analysis based in the theoretical framework and data collection follows, in order to discuss the findings.

Chapter five draws a conclusion and discussion on the presence of shared leadership in civic initiatives. The research questions will be answered and recommendations for further research are made. This chapter reflects on the methodology, the findings and the overall process of this research.

Civic Initiatives, Citizens Engagement, Shared-Leadership, & Corporate World

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Civic Initiatives, Citizens Engagement, Shared leadership, & Corporate World

In this chapter, a theoretical framework regarding civic initiatives, shared leadership, and the corporate world is established. It starts with a critical examination of the concepts, their importance in the actual debate of planning theory and their impact on the outcomes of an initiative. These aspects are outlined to gain an understanding of how shared leadership is present in civic initiatives and its impact on citizen engagement. Finally, the focus of this chapter will be on how the organizational aspects of shared leadership can be utilized to the development of new coalitions. Civic initiatives, shared leadership, citizens' engagement and corporate world come together as the backbone of this research translate into a conceptual model.

2.1 Civic initiatives

Over the past 20 years civic participation in has become increasingly important in the development of public policies and the implementation of projects (Bergrud, & Yang, 2008). Communities are not are no longer passive and have developed several strategies to be more active and have a saying in the matters that affect their living. Bergrud & Yang (2008), further state that relationships within the community, the private, and the public sector has shifted from the periphery to the centre particularly in local governments. Before Bergrud, & Yang (2008), many researchers had already concluded that neighbourhood organization, and more generally, citizen groups have become an essential partner of the government in order to build capacities for community problem solving. In line with this, Bakker et al. (2012) find that currently in the Dutch government, civic initiatives are also very much on trend. They state that these trends respond in the first place to cheaper urban development costs, but as well they have proven to effectively contribute to the safety and liveability of the neighbourhoods. Citizens have to some degree lost trust in the ability of the public system, and politicians and institutions to fulfill their role in providing services (Van der Steen et al. 2011). The emphasis on the importance of civic initiatives is becoming more pronounced every year, manifesting itself from an economic point of view, as well as in areas such as social capital, informal institutions and civil society (Popov et al., 2016).

Civic initiatives then, are presented as a form of collaborative governance in which citizens take the lead (Bakker et al, 2012). For Van der Steen et al (2011), an initiative starts when citizens establish their own communities and begin to take public matters into their own hands. At the same time, for Seyfang and Smith, (2007), these grassroots movements are considered to be networks of activists which are generating solutions for bottom-up style organizations. Popov et al. (2016) see them as social innovations that are starting to play a productive role as a tool for improving social welfare. Civic initiatives can also be defined as self-governed urban development, or as spontaneously emerging urban patterns that are the result of self-organisation (Rauws, 2016). Finally, De Jong (2016) classifies this type of coalition represents bottom-up, local or personal initiatives that mobilize a group of people.

In the academic literature, civic initiatives are usually called 'bottom-up development,' 'grassroots initiatives,' or 'tactical urbanism' (Rauws, 2016). But for the concern of this study, civic initiatives (CIs) will be define as collective citizen activities that aim to provide public goods or services in their locality, where they citzens themselves decide about their project, giving the local authorities a facilitating role (Bakker et al, 2012). This definition of CI gives us a broad spectrum of performance for these initiatives. At one hand it could be a group focusing on changing a policy that affects their town, and on the other there could be a group building a new playground for their neighbourhood. Although one person can come up with an idea, the principle of collective action usually involves a group essentially to self-govern (Bakker et al, 2012). These urban concerns lead citizens to organise in order to realise a collective ambition (Rauws, 2016). Diversity in these cases is perceived as beneficial in all social, cultural and economic aspects, changing from an age of individualism and consumerism, causing public and private actors to act differently in a time of collectivism (Van der Steen et al. 2011).

For Rauws (2016), civic initiatives are normally framed as self-organizing because they take independent action from the governments, working with a rebellious character in order to change the established system. But Bakker et al. (2012) also argue that CIs are often a blended social action rather that a pure form of activism that involves the engagement of the citizens, government and stakeholders, being a hybrid system that in fact collaborates with local authorities. Understanding the character of these spontaneous and emergent civically-led urban developments will clarify ways in which these informal structures can be or not effective at the time of building capital and accomplishing projects. On one hand, this informal character is why these types of coalitions are not well documented and empirical research in planning is limited (De Jong, 2016). A lot of activities are not directly visible to the eyes of the researcher or even the government. Their challenge is to turn their ambitions into reality in practice (Van der Schoor & Scholtens, 2015). On the other hand, is also known that empirical data as well as theoretical debates indicate that we are moving towards a new perception of appropriate citizenship and stakeholder involvement (Bergrud, & Yang, 2008).

An important factor in this type of initiatives is 'trust'; members of the local community have to trust the local initiative in order to support, or at least not oppose, the projects that this initiative wants to undertake (Van der Schoor & Scholtens, 2015). In a study of 13 local community energy initiatives, Van der Schoor, and Scholtens, (2015) find that organizational challenges include continuity, effective team leadership, and attracting members; as well as the transfer of content and process-related responsibilities from public authorities towards the citizens' collective (Rauws, 2016). Just by their existence, grassroots innovations are a demonstration that another way is possible. By building alternative infrastructures to the existing regime (Barca et al. 2012), and by improving their communities, they can empower the people, reduce inequality, and improve the state bureaucratic processes (Bakker et al. 2012). Coalition actors' purposely try to change the system structure and functions by different ways of collaboration (Rauws, 2016).

2.1.1 Civic Initiatives, organization, actors
Several studies have shown that bottom-up initiatives have their source in "moral agents", which are local networks of engaged citizens that are involved in scaling up from the individual to the community level (Van der Schoor & Scholtens, 2015). It is relevant to understand

who participate and who does not, what triggers the formation of CIs and what are their organizational matters. Bakker et al (2012) associated 3 factors for participation: resources, motives and mobilisation as well as the physical attributes of a neighbourhood pointing that the availability of places where people can meet is necessary for the development of civic initiatives. Social capital of a neighbourhood can also determine the odds to generate collaborative networks. Social capital and informal institutions are important not only for the coordination of actions, but also they help to mantain a stable communication between the actors (Popov et al., 2016). It important to stress the relevance of fostering collaboration between different levels of governance, a "multilevel governance" arrangements in a vertical way between local, regional, and national government, and also horizontal, between the public sector, the private sector, and the non-profit sector from civil society (Barca et al. 2012).

As stated before, these initiatives are characterise by self-governance. Self- Governance as an act with a collective intent is a form of internal coordination where the process is centred on a common goals or ambitions (Rauws, 2016). These goals as well as the type of activity determined the dynamic of future interaction meaning that not everyone will be attract for the same motivations and will not have the same skills or resources (Bakker et al. 2012). In the light of these research is important to identify that in shared governance, responsibilities are shared between actors (public sector, private sector and citizens) that are mutually dependent in order to accomplish urban development. Rauws (2016), state that in this governance model citizens and other non-governmental actors take the lead decide whom to involve and how resources are allocated. Reforms after 1980 and onward have invite citizens and stakeholders into the realm of public police, giving up their role of spectators and become active co-producers of public governance (Bergrud & Yang, 2008). In summary, even in an area where apparently citizens-led initiatives are being develop, is the strength of the networks and the collaboration between the different actors that make them a reality. The line of demarcation between the public and the private sphere, between those who govern and those who are governed, becomes more and more blurred (Bergrud & Yang, 2008).

There are diverse organisational forms like cooperatives, voluntary associations, informal community groups and social enterprises with resources based on voluntary input and mutual exchanges, varying in the degrees of professionalization, funding and official recognition. Regularly groups in the grassroots sector are small, low profile, voluntary, citizen-led and community-driven groups (Barca et al. 2012). There are important variables that need to be maximized in order to achieve a well functioning, citizen-led public management. These include: "government trust in citizens, citizen efficacy, citizen trust in government, citizen competence, government responsiveness, and government legitimacy" (Bergrud, & Yang, 2008). Further more, from these arguments Bakker et al. (2012) identifies 2 types of actors that are central: citizens and facilitators. On one had there has to be social capital willing to be part of the initiative and on the other hand, a facilitator support to enhance the effectiveness of these collective action.

According to the literature, the main actors of civic initiatives are then the public sector, the private sector and the civic society (Bakker et al., 2012; George and Reed, 2015; De Jong, 2016; Barca et al., 2012). Mejido (2007), identifies as well a typology of civic society actors, NGOs, Social movements, Networks, Plateaus) where he state clearly their differences in terms of structural characteristics, formulation of the problem, "modus operandi", and the

concept of each of them towards civic society. Understanding the organization and network structure of how civic initiatives work will help to clarify the relations generated in the case study, their blur lines of responsibilities and their spectrum of action in practice.
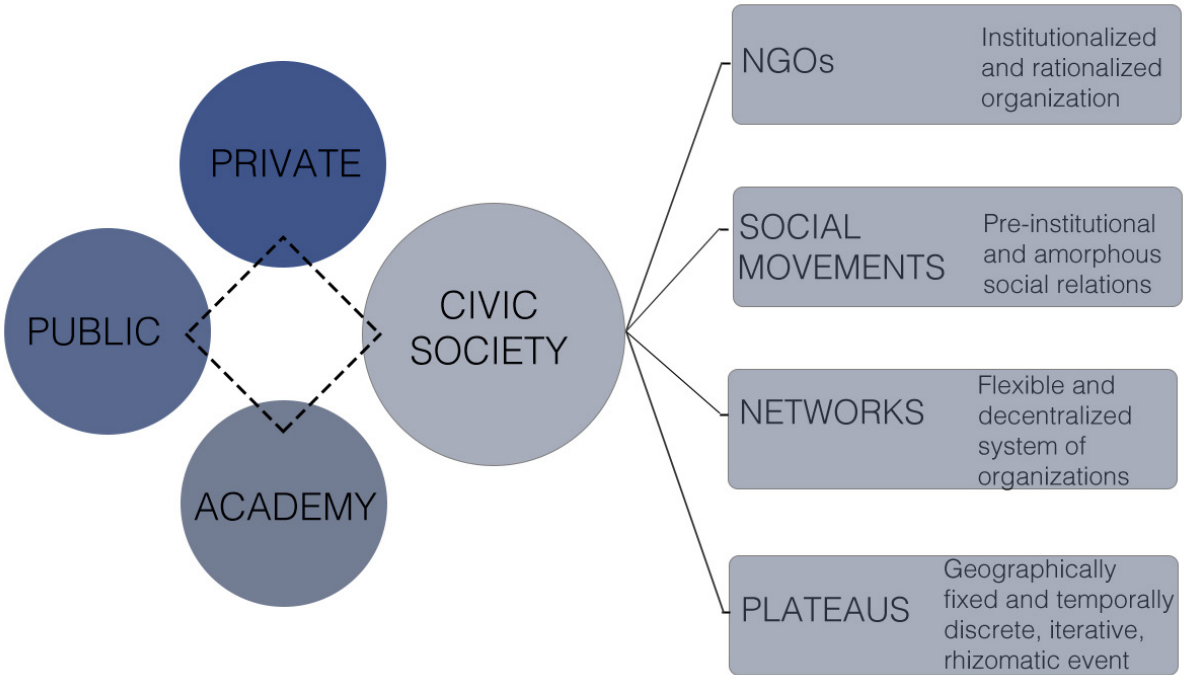
Figure 1: Typology of actors' involved in civic initiatives, network structure and characteristics. Source: (Mejido, 2007) (Etzkowitz & Leydesdorff, 2000), develop by the author.

Many believe that "Do It Yourself" urbanism combined with civic engagement can lead to more vibrant, citizen-led urban spaces. On the premise that residents are often expected to understand better their own needs, it is important to consider how these initiatives can facilitate a new form of social movement, one that builds on informal and formal networks of activists, designers and neighbourhood residents. Such collectivism must be inclusive taking into account diverse ages, motives and needs from residents, allowing cross-generational and socioeconomic engagement fostering place-based CIS for interaction opportunities (Sawhney et al., 2015).

Carrying on the idea of how important is the involvement of citizens in CIs, is relevant to note that their engagement is determined by their resources (time, money and civic skills), their social networks, their motivation and the adequate responses of local authorities (Bakker et al., 2012). In regard of the organization and collaborative networks where these initiatives developed, the planner can fulfil a facilitating role. Through institutional design and expert advice, planners can identify potential synergies civic aims and policy goals, looking for a balance that helps to accomplish different ambitions (Rauws, 2016).

2.2 Citizen engagement

The idea that citizen engagement and participation can contribute to improved governance and development outcomes has been mainstreamed over the last two decades, in development policy and discourse including (a) the construction of citizenship, (b) the strengthening of

practices of participation, (c) the strengthening of responsive and accountable states, and (d) the development of inclusive and cohesive societies. It involves the development of citizens as actors, capable of claiming rights and acting as for themselves an actor-oriented approach. Through action, awareness is built of oneself as an actor; through being that actor, one becomes aware and capable of new actions. (Gaventa and Barrett, 2010). Civic engagement as can also be explain as working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes (Sawhney et al., 2015). This form of community empowerment is defined by a shift towards greater equality in the social relations of power where organisations must seek mechanisms to empower multiple groups within a community. The idea is to improve participation, develop local leadership, and increase community control and ownership of initiatives. (George and Reed, 2015). For Bergrud & Yang, (2008), the critical difference is on how well the different methods of citizen participation are implemented and used to engage a diverse number of stakeholders.

Understanding the differences of citizen participation and engagement has become key for development and a more accountable and responsive governance. A large gap still exists between normative positions promoting engagement and the empirical evidence that help us understanding the effects this makes or not (Gaventa and Barrett, 2010). Citizen participation processes have the goals to inform, consult, engage, and collaborate with citizens. The goal to empower citizens has been add, differing to see the citizen as a client, exposing the issue of power and the difference between "power with" and "power over" (Bergrud & Yang, 2008). Citizen engagement and mobilisation has been important not only for securing and extending socio-economic rights, but also for protecting political rights. (Gaventa and Barrett, 2010).

Beer and Clower, (2013) argue that local leadership may also be more important in smaller communities than in large cities as they are more likely to be overlooked by the processes and priorities of central governments. In many societies, citizens are unaware of their rights, lack the knowledge to engage, or not see themselves as citizens with the agency and power to act. In such conditions, the importance is focus on develop a greater sense of awareness of rights and empowered self-identity, which serve as a pre-requisite to further action and participation (Gaventa and Barrett, 2010). For George and Reed (2015), these discussions of engagement need to expand to consider who and how organisations engage different actors and consider how best to engage community members to address their interests. Engagement broaden citizens horizons; to gain knowledge, skills and understanding that they could make use of personally, and put to the service of their communities (Gaventa and Barrett, 2010).

2.2.1 Citizen engagement blurred lines of action

From a local perspective, George and Reed (2015) state that Local governance use a place based approach to build strengths and capabilities to mobilise the public, private, and civil sectors. Place-based governance utilises local identities to build strengths and capabilities to mobilise the public, private, and civil sectors. Effective place-based governance can also be a catalyst for mobilisation and collective action, creating meaningful and locally desired changes for the community. This approach attract local leaders and engage community

members in decision-making and initiatives, in order to develop social capital, promote collaborative learning, and foster a sense of community belonging. As a result of these practices, often participative, individuals and communities can benefit in terms of greater empowerment and confidence, skills and capacity for further community-based action. (Seyfang and Smith, 2007). De Jong (2016) explains that here are no methods or guidelines for building connective coalitions. For her, in these coalitions, ideas and actions are just like thinking and doing. It is learning and trying to see what works, and even more, improvising. Often practice methods are chosen to which everyone in their own way can contribute.

Therefore, there are examples where forms of engagement may be disempowering, or may be experienced as exclusive rather than inclusive. In some cases, members that have participaed in projects may have gained experience, but they still relied heavily on intermediaries as professional activists, NGO leaders and local elites. In other cases, participatory action is just use to legitimaze decisions that possibly have already been made by the government or other powerful actors. In such instances, this action reinforce and contribute to people's unwillingness to engage in future projects (Gaventa and Barrett, 2010). It is important that engagement processes are inclusive. Participants should reflect the affected population, not only in terms of demo- graphics, but also in terms of values and interests. The diversity of actors participating at the community level may be as broad as the members in the community because broad engagement gather and develops social capabilities within the community. Processes for decision-making should be constructive and equally accessible to all (George and Reed, 2015).

Bergrud & Yang, (2008) stress that is also important to understand what is in there for citizens, why would they take on responsibilities and competences that traditionally where not on their hands. They answer by stating that citizens gain an increased influence, better governance outcomes, realistic expectations and shared ownership. For example, 100 cases studied in 20 countries by Gaventa and Barrett (2010), show that 75 per cent cases where positive and civic initiatives contributed to the citizenship consruction, strog participation practices, responsiveness from governments, or more inclusive and cohesive societies. In most cases a range of organisations and actors were involved in initiatives with citizen engagement including community organisations, NGOs, local activists, professionals, as well as the media and the courts. In these case studies was clear that change is constant, rarely linear and often uneven. Engagement is itself a way of strengthening a sense of citizenship, and the knowledge and sense of awareness necessary to achieve it.

According to De Jong (2016), it is important that motivations are intrinsic and contributions are voluntary within successful coalitions. People are more likely to volunteer when they feel welcome in a pleasant atmosphere in which their needs are satisfied. By engaging citizens these coalitions can also contribute to a broader sense of inclusion of previously marginalised groups within society and have the potential to increase social cohesion across groups (Gaventa and Barrett, 2010). Established institutions can choose to play a facilitating role to help them grow and overcome obstacles by providing money, expertise, capacity, contacts or media attention. They can prevent demotivation because of inadequate and slow procedures, can activate social networks linking early initiators with other potential participants or relevant organizations and can help make arrangements with these actors (De Jong, 2016). Finally, participation in governance networks promotes a sense of ownership,

shared understanding and mutual trust among public authorities and citizens and organized stakeholders that enhance the chance that all parties, including public authorities stick to negotiated agreements (Bergrud & Yang, 2008).

Citizen engagement in a citizen-led project is directly influence by how collaborative and blur are the boundaries between the actors involved, how empower the feel and how clear the responsibilities are being shared in the organization (De Jong, 2016; Gaventa and Barrett, 2010; Bergrud & Yang, 2008; George and Reed, 2015). For Bergrud & Yang (2008), the next step is how to cope with the dilemmas that are present when choosing to be part of these active networks. For them, it is a thin line when it comes to choose to be part in governance networks, where the challenge is to ensure that the process does not become a playground for elites and that it actually promotes effective representation of the affected citizens. In summary, for Holmes (2011), engagement with citizens:

- Improves the quality of policies
- Develop the relation government- citizens
- Revel issues where collaboration is needed
- Show emerging issues to be tackle in a more proactive way
- Provides opportunities for diversity
- Enable citizens to identify priorities, solutions and responsible implementation
- Foster empowerment, sense of belonging and strengthens resilience

2.3 Shared leadership

During the last decades, researchers acceptance of individual leadership in a top–down hierarchical process, has become increasingly less valid (Ensley et al., 2006). Civic initiatives usually start with initiators, Ensley et al. (2006) state that in the context of new projects, founding teams must lead because there are no standard procedures or organizational structures to fall back on when creating an initiative from scratch. But for De Jong (2016), these "leaders", mainly voluntary, mobilize, motivate and link the different participants to become agents so new leaders emerge and develop these networks. Effective leadership is pivotal to teams' success (Hoch and Dulebohn, 2017). It is important to understand the potential to mobilise and capitalise on community resources more effectively through collaborating as a network (George and Reed, (2015).

Thinking about leadership takes us to consider what individuals; businesses and groups can do to bring about positive change in a small community, major city or wider region (Beer and Clower, 2013). Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, facilitating individual and collective efforts to accomplish a shared objective. Leadership is widely recognised as crucial for successful collaboration, as leaders are able to bring parties together and coach them through difficult portions of the collaborative process (George and Reed, (2015). There are two potential sources of leadership, which are defined by "who" are engage. First, the vertical leader and second the team. Vertical leadership may be viewed as an influence on team processes, dependent upon the wisdom of an individual leader (Ensley et al., 2006). Emergent leaders influence other members of the group, even though they may not been given formal

authority. In terms of civic initiatives, it describes an individual leadership phenomenon where an individual arises as team leader informally (Hoch and Dulebohn, 2017; Beer and Clower, 2013).

It appears that the current leadership paradigm is beginning to expand beyond the leader as commander maybe as a result of the proliferation of self-managed work groups as well as the increased application of complexity theories and decentralized organizational designs (Ensley et al., 2006). Beer and Clower, (2013) state that is difficult to define a process for effective leadership at a local scale. For them, leadership is usually associated with 'great persons' or charismatic individuals. Critically, for these authors, leadership at the local scale is seen to focus on the goal of improving economic and potentially other outcomes; it tends to be collaborative rather than hierarchical. Therefore, individuals are force to rethink traditional views and embrace both vertical and shared facets in order to accomplish a full view of leadership processes and outcomes (Ensley et al., 2006). Vertical versus shared leadership is dependent on the stage in the development or evolution of the organization. For example, vertical leadership may be especially important during the preformation stage of the initiative (Ensley et al., 2006).

Although leadership by a few key individuals is essential to catalyse initiatives, strong networks are also important for bonding social capital. Collaborative networks generate knowledge, pull resources, build social capital, promote innovative strategies and solutions, and support implementation of projects (George and Reed, (2015). Therefore, shared leadership is a team process where leadership is carried out by the team as a whole and draws from the knowledge of the collective. Shared leadership is define as a simultaneous, on going, mutual influence process within a team that is characterized by formal and informal leaders, characterized by interdependence, creativity and complexity. These three factors have been detailed as conditions in which the benefits of shared leadership are greatest (Hoch and Dulebohn, 2017; Pearce and Conger, 2003; Ensley et al., 2006).

Shared leadership represents a team-level concept that is generally viewed as advantageous for teams composed of members who are competent in self-management and self-leadership skills (Hoch & Dulebohn, 2017). Collaborative leadership or networking as so called by George and Reed, (2015), need the right balance of facilitation and direction. For De Jong, (2016), flexible structure allows the links in a network to change in response to evolving conditions and new opportunities. As pointed before, Diversity among participants in an initiative brings multiple skills, points of view, and experience that contribute to learning, creativity and robustness of efforts to address problems. Shared leadership therefore is implicitly the cultural dimension of leadership with the ability to bring together different ideas and opinions on how to stir up change (Horlings and Padt, 2013).

2.3.1. Share leadership impacts
Social interactions are key in this concept. Leadership is seen as something that occurs in and through relationships and networks of influence. Ensley et al. (2006) study the transformational, empowering, and directive dimensions of vertical and shared leadership. Their results were consistent in providing robust evidence for the value of shared leadership. Initiatives where everyone is allowed to participate there are no long plans of approach, preliminary

inquiries or proper planning because some coalitions prefer to oppose the present systems and change the institutional ways of working (De Jong, 2016). Shared leadership processes add insight into the performance of organizations and appear to be particularly important in the development and growth of initiatives (Ensley et al., 2006). Many have recognized that high-performing groups often do not have formal leadership structures. Motives are more important than jobs and positions, being mainly about personal and informal relationships, in which participants act more in accordance with feelings and common sense than expertise and methodology. Leadership in these terms is often distributed around those with relevant knowledge, skills or abilities offer for specific situations and accepted by the group as a unit (Ensley et al., 2006).

Hoch and Dulebohn (2017), argue that it has been proben that shared leadership promotes team and organizational outcomes in a range of organizational matters. Their analyses found support for the idea that shared leadership explains unique differences in team performance, over and above vertical leadership finding an overall positive relationship between shared leadership and outcomes. This, can be pursue through engaging and empowering active community leaders, organisations and individuals that have a common vision for the initiative, built networks among stakeholders, and served as a promoter of new opportunities to create value in the community (George and Reed, 2015). Coalitions are oriented to open networks where one or a few persons formulate an ambition and this drives and mobilizes others to join and meet each other in a spontaneous or action arena. It is not about collectivity, but about connectivity (De Jong, 2016).

In the literature on networks as well as in the literature on citizen engagement, different issues raised. Issues as which type of structural arrangement should be chosen to develop the initiative in terms of participation. For Bergrud & Yang (2008), arrangements are important because they will determine the difference between just input by citizens and an actively involved collaboration in the decision-making process. They state that all the actors as "Leaders" need to think about the level of involvement that is most appropriate for them, and the role they want to play. Ensley et al. (2003) discuss the critical role that shared leadership plays in facilitating the process of developing shared strategic cognition within actors' emergent initiative teams. Collaborations are based on supposed equal partnerships with all members. The reality, however, is that not all members have the ability to be equal partners (Bergrud & Yang, 2008). Owing to the fact that people participate with a personal motive in mind, they challenge one another on the behaviour they consider inappropriate. (De Jong, 2016). George and Reed (2015) recognised that collaborative leadership techniques can range from relatively non-invasive facilitation to more directive interventions.

The best way to summarize this section is to agree with De Jong (2016) about the impact of share leadership in civic initiatives and that the results of connective coalitions are hard to prove and also to predict, but no less valuable. She states that sometimes it is more about happy faces, new contacts and warm feelings, seeking for new definitions of success to make their added value visible. De Jong (2016) state that this type of organization is about a plural picture, about communicating when you are lost, about combining planned and unplanned results and about making the map while discovering the road.

Dimension	Traditional Management	Collaborative Complex Adaptive Networks Management
Structure	Hierarchical	Distributed networks
Source of direction	Top down	Bottom up and top down
Goals	Clear with defined problems	Various and changing goals and problems
Origin of system behaviuor	Determined by roles of participants	Determined by relational interations of participants
Role of manager	Organization Contaroller	Mediator or process manager
Managerial Task	Planning and guidind organization process	Guiding interactions, proving opportunities
Managerial Activities	Planning, designing and leading	Engaging participants and resources and influencing conditions
Leadership style	Directive	Generative
Criteria for success	Attainment of the goals of the formal policy	Realization of colective action
Organizational Context	Single Authority	Multiple authorities
Source of democratic legitimacy	Representative democracy	Deliberative democracy

Table A: The shared leadership dimensions. Source: (Bergrud & Yang, 2008).

2.4. Agility in the Corporate World

Can the structure and organization of civic initiatives, shared and citizen engagement concepts have similarities with the agility in a new economic world? Is the agile model in the corporate world the informal shared leadership present in civic initiatives? It is important to do an explanatory review of the main concepts to understand the structural venues of the corporate world to be analysed. Organizations then, are social entities that are goal-directed, structured and coordinated activity systems. Literature offers a wide range of definitions that usually built upon three key concepts: people, resources and relations (Ancora, 2016; Gerstein and Friedman, 2017). Organization emerges when people interact with each other to perform functions and coordinate organizational resources to achieve goals. The organizational theory provides an interdisciplinary focus on the behaviour and attitudes of individuals, within them and the effects of individual characteristics (Ancora, 2016). These individual interactions are important because one of the key assets of an organization is its intellectual capital. For example, Google and Toyota have been exceptionally successful because they pursue a collective knowledge of all employees (Gerstein and Friedman, 2017).

Gerstein and Friedman (2017), discusses a new paradigm for corporate ethics and leadership that includes factors as employee engagement, building a learning organization, corporate social responsibility, and the reputation of the organization. The organization design evolution overtime shows how different models were born moving from rigid and hierarchical structures towards smoother ones, with a horizontal dimensions dominating (Ancora, 2016). If the 1970s, 1980s, and 1990s were the decades of management, the 2000s and beyond will be the decades of leadership and Collaborative Strategic Management (Grantham et al., 2007).

For Taylor (2001), since the 1990s he saw a structural change in business ownership as a trend described as a move to an equity culture. Globalization, the knowledge economy, and the Internet have made it imperative to make big changes when it comes to organizational leadership (Gerstein and Friedman, 2017).

Modern business discourse suggests that a key against market fluctuation and the threat of failure is to become 'agile', a more dynamic and proactive position than that previously afforded by flexibility (Gillies, 2011). The spread of capitalism, globalisation and the growth of share ownership are reasons why corporate structure has become a key policy issue for governments around the world. The terms 'agile' and 'agility' are increasingly encountered in modern policy discourse (Gillies, 2011). Agility has been theorize by several authors. For Grantham et al. (2007) an agile organization is one that strategically integrates the management of its real estate, human resources, and technology assets. It works in a collaborative way that requires a change in decision-making processes and styles from what most organizations rely on today. An agile enterprise organizes itself into three levels: on completion, survival, and renewal. To succeed in today's world, companies must be agile and able to respond quickly to fast-moving markets. This means building decentralised structures and delegating real power to different boards. It also involves changing managers into leaders, communicating a corporate vision and values, setting stretch goals and benchmarking business performance, and developing throughout the company a sense of ownership and trust (Taylor, 2001; Singh, 2013). It is being argued that the 'agile' individual is a secure employment and able to maintain economic worth within globalized, rapidly changing markets (Gillies, 2011). In general corporate practice, a company can be seen to be agile to the extent that it can respond to environmental change in time (political, legal, and social), take advantage of changes, can give innovative reactions, and deal with complexity (Gillies, 2011).

After decades of research, authors believe the answer is a collaborative, strategic approach to management that acknowledges and leverages the growing interdependence of human resources, corporate real estate, and information technology; a process call collaborative strategic management. People, place, and technology are what come together to define the workplace. (Grantham et al., 2007) A management creating new structures, 'centre-less' that rely on networks not hierarchies' strategic alliances and joint projects with local partners (Taylor, 2001). The recent trend, when structuring an organization, has been to outsource various part of the organization to external partners, outsourcing involves contracting out certain tasks or functions, to other companies, beyond organization borders (Ancora, 2016).

Grantham et al. (2007) state that a collaborative relationshios within leaders, researchers, and consultants, all committed to learning how to define, develop, and implement collaborative strategic management and thus achieve corporate agility. For Gerstein and Friedman (2017) it is characterized by the generation of shared knowledge, cooperation, commitment to constant learning and personal growth, structures for the free flow of information and ideas, and an ability to adapt to changing conditions. The old top-down leadership model that implicitly assumes that people do not have any vision is rejected in a learning organization. The job of a leader here is to build an organization where people constantly expand their capacities learning and sharing information (Gerstein and Friedman, 2017). Digitalization and fast processes force organizations to move to a different structure and coordination of activities, towards horizontal coordination of work, often using teams of employees from

different areas to work together on this projects. Boundaries between departments, as well as those between organizations, are becoming more flexible and diffuse as companies have the need to respond more actively to external changes in the environment (Ancora, 2016).

Shareholders in particularly institutional shareholders are becoming even more powerful as the 'equity culture' grows Taylor (2001) Collaboration is important not just because it's a better way to learn but to motivate each other, and share knowledge, insights, and experiences (Gerstein and Friedman, 2017). It is now widely accepted that a corporation with informed and effectively involved owners is worth more than one without them. In Japan, as in Germany, large shareholders prefer to influence managers' actions through dialogue, and they can usually arrange a change in top management without supporting a hostile take-over. Taylor (2001) An organization cannot exist without interacting with external elements of the enviroment as customers, suppliers, competitors, and others. For them is key to be resilience and have the ability to proactively respond and adapt to the change in order to prosper. Engaged employees are enthusiastic and passionate about their work because they care about their organizations. This workers are emotionally committed, so they will do everything possible to enhance the reputation of their organizations. Workers are disengaged much of this due to poor leadership (Gerstein and Friedman, 2017). Achieving the right balance between individual and teamwork is one of the challenges faced by professionals. On the one hand, focus too much on individual ignores input from colleagues. On the other hand, if there is too much emphasis on teamwork, workers can become discouraged, feeling that they carried the rest of the team (Grantham et al., 2007).

Attracting and retaining qualified, engaged employees is a primary business challenges this century. (Grantham et al., 2007) Is important to involve employees in corporate governance in today's knowledge-based economy, employees are a source of competitive advantage and critical in decision-making (Taylor, 2001). The greatest asset of a firm is the creativity of its employee that thrives in collaborative work environments. This is why knowing how to work in teams is a critical skill for employees. One of the most important skills that employers seek is the "ability to work in a team structure. Diversity as well is coming to the workforce and soon the faces one sees in the corporations of the future are going to be predominantly mix. (Grantham et al., 2007) A further challenge is to create a company culture where searching for new business opportunities is everyone's responsibility, Involving the employees (Taylor, 2001).

Most of the authors agreed that global demographic trends, attraction and retention of labour, company culture and innovation, meaningful work are the challenges that the corporate world face in and structural change towards an agile design (Grantham et al., 2007; Taylor, 2001; Gerstein and Friedman, 2017; Ancora, 2016). Today, many firms are concerned in the happiness of employees at work, since they feel it increases engagement, productivity, and profits. Moreover, it improves employee retention; happy workers are less likely to look for other jobs than dissatisfied ones (Gerstein and Friedman, 2017). A major challenge for companies leaders which are expanding internationally is how to build a strong company culture.This will help people from different backgrounds, countries, companies and professions to work together committed to a common purpose, shared values and similar standards of quality and service (Taylor, 2001).

<div align="center">Shared Leadership Structures relations</div>

Corporate World	Civic Initiatives
Employee engagement, corporate social responsibility, and the reputation of the organization	Citizens willing to be part of the initiative and facilitators to enhance the effectiveness of collective action (Bakker et al., 2012)
effects of individual characteristics (Ancora, 2016)	Results of self-organisation (Rauws, 2016)
hierarchical structures towards smoother ones, with a horizontal dimensions dominating (Ancora, 2016)	a form of collaborative governance in which citizens take the lead (Bakker et al, 2012)
Collaborative Strategic Management (Grantham et al., 2007).	Lead citizens deliberately to organise themselves in order to realise a collective ambition (Rauws, 2016).
A structural change in business ownership to an equity culture (Taylor, 2001)	Citizens establish their own communities and begin to take public matter in the hands. (Van der Steen et al.,2011)
'agile', a more dynamic and proactive positoin afforded by flexibility (Gillies, 2011).	Represents bottom-up, local or personal initiatives that mobilize people (De Jong, 2016)
developing throughout the company a sense of ownership and trust (Taylor, 2001; Singh, 2013).	Members of the local community have to trust the local initiative in order to support the projects (Van der Schoor & Scholtens, 2015).
'centre-less' that relies on networks not hierarchies' strategic alliances and joint projects with local partners (Taylor, 2001).	This grassroots are networks of activist (Seyfang and Smith, 2007)
The job of a leader here is to build an organization where people constantly expand their capacities learning and sharing information (Gerstein and Friedman, 2017).	by improving their communities, they can be empower and educated to reduce inequality and the state bureaucratic processes (Bakker et al. 2012).
Seek for a corporate culture where employees feel that their work is meaningful and that makes a difference (Gerstein and Friedman, 2017).	Engagement is determined by their command over resources, social networks, motivation and the adequate responses of local authorities (Bakker et al., 2012).

Table B: The shared leadership structures present in civic initiatives and the corporate world. Source: develop by the author.

Grantham et al., 2007) remarks that the site make the work much easier, being a field that helped maintain the company culture and a sense of belonging. He propose as well business community centres as a vision that there will ultimately emerge a network of such places, locally owned and operated, but connected through the Internet. At any rate, people will be connected electronically and socially, and will be an operating company without leadership (Grantham et al., 2007). Seek for a corporate culture where employees feel that their work is meaningful and that makes a difference. This is why Google ensures that employees feel that the work they do is meaningful and important which have probe to enhanced teamwork, show greater kindness and fairness be more aware of the needs of other employees, greater honesty and trust in the workplace, as upgrade ethical nature of business issues (Gerstein and Friedman, 2017). No difference when we talk about civic initiatives where proactive and engaged citizens have to understand social and political issues in the context, as well as, governmental structures and processes, and have the skills and motivation to put that knowledge into action to improve their community and human condition, defining community as either local, state, national, or global (Arensdorf and Brungardt, 2017).

As the structure in civic initiatives, conscious capitalism organizations are networks of corporate leaders committed to the idea that business is about more than just making money. Good leadership is about creating a culture where employees are engaged and want their organization to prosper. The ideal leader must be one who promotes creativity, encourages teamwork by building a learning organization and understands the importance of meaningful work (Gerstein and Friedman, 2017.)

2.5. Developing a conceptual model of share leadership in civic initiatives
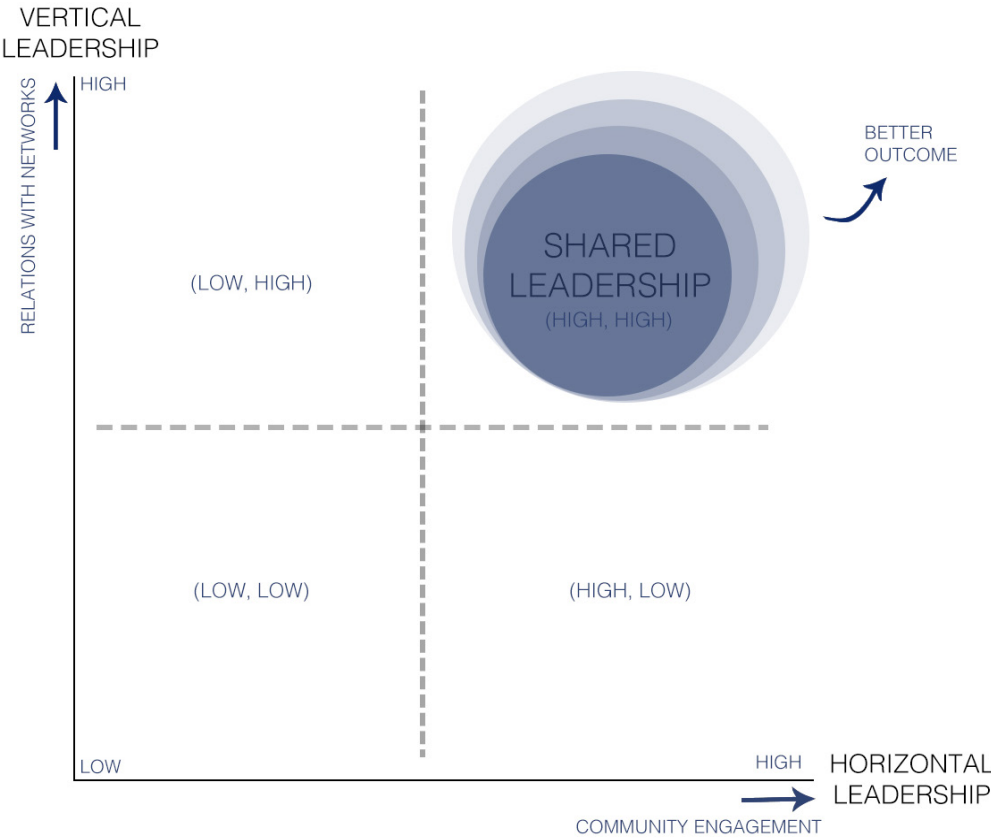
Figure 2: Conceptual framework for the analysis of shared leadership in civic initiatives. Source: developed by the author.

The spectrum based in the positioning of shared leadership as high in vertical as well as in horizontal leadership.

Low – High	Total vertical leadership. Dictatorship
Low - Low	Lack of leadership. Chaos
High - Low	Horizontal leadership, without heads of the process but poor decision-making
High - High	A shared leadership ration where decisions are made in consensus and commitment steering the outcome.

Complementing the analysis in terms of the networks produced by a vertical leadership and the engagement produced by horizontal leadership, these two dimensions correspond to the

Law and Callon Actor-Network theory. Here, relations with networks and citizen engagement, and, relations with outside networks serve as channels where multiple actors influence each other to co-produce an initiative (van der Schoor & Scholtens, 2015). For van der Schoor & Scholtens, (2015) stronger attachments lead to a more successful outcome of the project as well as greater citizen engagement, meaning that the actors have to be committed to the project to obtain better results. This ties in with teamwork literature, which points motivation of team members as a decisive factor in achieving team goals (Ponti, 2011). Consequently this framework will be applied in the analysis of how these two dimensions are present in shared leadership and how they improve the outcomes of the undertaken project.

2.6. Concluding on Literature sub-questions

Q1. How is shared leadership present in civic initiatives?
Q2. How can citizen engagement be defined and influenced by shared leadership organizational structures?
Q3. How are shared leadership structures present in the corporate world and how this is related to civic initiatives?

As discussed in sections 2.1 and 2.3, shared leadership is present in civic initiatives by its structure and components. Bakker et al. (2012) identifies two types of actors that are central: citizens and facilitators (Figure 1). It is important to denote the relationships between the actors involved in the process and the collaboration that emerges. Understanding the organization and network structure of how civic initiatives work clarifies the relations generated in the case study, their blurred lines of responsibilities and their spectrum of action in practice. Furthermore, section 2.2 helps us define citizen engagement as well as section 2.2.1 that shows the blurred lines of action where a large gap still exists between normative positions promoting citizen engagement and the empirical evidence that help us understanding what difference citizen engagement makes or not (Gaventa and Barrett, 2010). The influence of shared leadership on citizen engagements is approached in section 2.3.1. (Shared leadership impacts) where Hoch and Dulebohn (2017), argue that it has been demonstrated that shared leadership enhances team and organizational outcomes in a variety of organizational settings. Similarly Table B summarizes how shared leadership structures are present in the corporate world and relates the factors to civic initiatives. Section 2.1 as well as section 2.4. (Agility in the Corporate World) expand on the similarility of the factors between these two areas and gave us further understanding of the topic.

Finally, it could be said that shared leadership can be present in civic initiatives through their organizational structure that will influence the citizen's engagement. This means that the right organizational structure (shared leadership) will empower and enhance participation. The benchmark with the corporate world shows us the possibilities of using the same structures towards a greater development. The evidence of how important a vertical leadership in civic initiatives is translates to the corporate world as well as finding that with too many vertical constraints the leading attitude of the community starts relying solely on the vertical leader in order to accomplish results.

Methodology

3

Chapter 3
Methodology

3.1 Research Strategy

The use of a case study method responds to the need to understand a real-life phenomenon in depth; such understanding encompassed important contextual conditions (Yin & Davis, 2007). The case study method gives an holistic view to investigators and provides meaningful characteristics of real life events such as individual life cycles, small group behaviour, organizational and managerial processes, neighbourhood change, etc. (Yin, 2009). For Yin, (2009) the case study's unique strength is its ability to deal with a full variety of evidence. Documents, interviews, and observations can be used; but also multiple methods as a survey within a case study.Yin (2009) states that a case study inquiry is:

- To cope with a distinctive situation in which there will be many more variables of interest than data points.
- To rely on multiple sources of evidence, with data needing to converge in a triangulating method.
- To Benefit from theoretical propositions that will guide the data collection and analysis.

Some case study research goes beyond being a type of qualitative research by using a mix of quantitative and qualitative evidence. In addition, case studies not always need to include the direct and detailed observational evidence marked by other forms of qualitative research. As such, mixed methods research can permit investigators to collect a stronger array of evidence may not be accomplished by a single method alone (Yin, 2009).

3.2 Case Selection

An overview of sufficient access to potential data is needed in order to select the case study. It has to be consider whether it is interviewing people, review documents or records, or make observations in the field. A single case, meeting all of the conditions for testing the theory, can confirm, challenge, or extend the theory (Yin, 2009). These five serve as major reasons for conducting a single-case study (Yin, 2009):

1. To determine whether a theory's propositions are correct or whether some alternative set of explanations might be more relevant.
2. When the case represents an extreme case or a unique case.
3. When the case is the representative or typical case in order to capture the circumstances and conditions of an everyday or commonplace situation.
4. A revelatory case. This situation exists when an investigator has an opportunity to observe and analyse a phenomenon previously inaccessible to social science inquiry
5. When the case is longitudinal, therefore can be studided at two or more different points in time. The interest would likely specify how certain conditions change over time.

	Selection Criteria	Canoa (Ecuador)
1	Theory's propositions	Shared- Leadership structures and community engagement
2	Unique case	Post disaster bottom up urban development
3	Representative case	Tipical link between formal- informal Community networks
4	Revelatory case	Pre - During - Post perceptions of the researcher
5	longitudinal case	Pre - During - Post documentation, observation . Analysis of the outcome after a year

Table C: Selection criteria of the case study. Source: (Yin, 2009), develop by the author.

3.3 Research Methods

A case study data collection strength is the opportunity to use many different sources of evidence. Case study evidence could come from six sources: documents, archival records, interviews, direct observation, participant-observation, and physical artefacts. Using triangulation as a method of multiple sources of evidence the objective is to collect direct data about actual human events and behaviour (Yin, 2009). Any case study findinsg or conclusions is likely to be more convincing and accurate if it is based on several different sources of information, following a corroboratory mode: Data sources (data triangulation) and Methods (methodological triangulation). In this case a triangulation of methods is based on the data needed to understand the shared leadership structures and the collection methods proposed by the researcher.

Figure 3: Triangulation method for research strategy. Source: (Yin, 2009), develop by the author.

3.3.1 Semi- Structure - Interviews

interviews are one of the most important sources of information in acase study. There is an association between interviews and surveys methods, however, interviews are essential sources of case study information (Yin, 2009). The interviews will be guided conversations rather than structured questions. Although there has to be a structure line to be followed in terms of the research, questions in a case study interview are likely to be fluid rather than rigid. Well-informed interviewees can provide important insights. The interviewees can help to identify other relevant sources of evidence. The selection of interviewees is based on the different typologies of the actors that were part of the project. The interviews were made by social media contact because of the different locations of the actors and the researcher. The interview questions can be found in the Appendix 8.1

Actor Typology		Name	Organization	Date of the Interview
Academic	University	Juan Pablo Astudillo	Academic Advisor / Tactico	27.04.2018
Public Organization	University / Plateau	Rosa Pintado	«Rumbo al TSL» conferences	27.04.2018
Private Organization	Private group	Viviana Cordero	Una mano por Ecuador	17.04.2018
civic society	Social Collective	Viviana Cordero	Huasipichanga /	17.04.2018
civic society	Social Collective	Rocio Fernandez	Alegrate Canoa	28.04.2018
civic society	Social Collective	Nicolas Valencia	Archdaily	14.05.2018
civic society	Visual Collective	Carlos Luis Viteri	UrbanoFActo	14.05.2018
civic society	TSL coordinator	Alexis Parreño	General Coordinator	26.04.2018
civic society	Community Network	Manuel Nevarez KIKI	Community Leader	28.04.2018
civic society	Community Network	Sra Veronica	Community Leader	29.04.2018
civic society	Student organization	Maria Isabel Sarmiento	Subcoordinator TSL	28.04.2018

Table D: Interviews list divide by actor typology as research strategy. Source: develop by the author.

3.3.2 Surveys

A survey is used in order to get a feeling of prevalence of opinions or attitudes and compared them with others. For Yin (2009), such survey could be designed as part of an embedded case study and produce quantitative data as part of the case study evidence. He states that the situation would be relevant, for instance, if there is a case study of an urban design project, a survey could be proposed to a group of designers about the project. This type of survey would follow both the sampling procedures and the instruments used in regular surveys, and it would subsequently be analysed in a similar manner. The difference would be the survey's role in relation to other sources of evidence (Yin, 2009). The selection of interviewees besides the actors directly involved in the project was based on the idea to approach the regular community that was indirectly involved and use the installations nowadays. The surveys were made by google forms for the actors that participate in the interview; and in place to the community of Canoa. The survey can be found in the Appendix 8.1.2

3.3.3 Documents

Documentary information is likely to be relevant to every case study. This type of information can take many forms and consider the following variety of documents (Yin, 2009):

- Letters, memoranda, e-mail correspondence, and other personal documents, such as diaries, calendars, and notes;
- Agendas, announcements and minutes of meetings, and other written reports of events;
- Administrative documents proposals, progress reports, and other internal records;
- Formal studies or evaluations of the same "case" that you are studying; and
- News clippings and other articles appearing in the mass media or in community newspapers.

For case studies, the relevant use of documents is to corroborate and augment evidence from other sources (Yin, 2009). For this case study the documents available for the research are administrative documents, progress reports and internal records, provided by the organization of the project. Articles appearing in the mass media or in community newspapers were used as well. The list of documents used can be found in the Appendix 8.6

3.3.4 Direct Observation

Some relevant behaviours or environmental conditions are always available for observation (Yin, 2009). Observations serve as another source of evidence in a case study. The observations can range from formal to casual data collection activities. For Yin, (2009) most formally observational instruments can be developed and the fieldworker may assess the occurrence of certain types of behaviours during certain periods of time in the field. Less formally, direct observations might be made throughout a field visit, including those occasions during which other evidence, such as that from interviews, is being collected. The observations can be so valuable that you may even consider taking photographs at the case study site. At a minimum, these photographs will help to convey important case characteristics to outside observers (Yin, 2009)

In these case the researcher was part of the 2 phases of the project (Pre TSL and TSL) leaving the third phase of the POST TSL or outcomes to a photography analysis of the current status of the project.

3.4 Data Analysis

The surveys will be analysed using Google docs, interviews were transcribed from the records, then inductively coded and analysed using Atlas 8.1.3 (522). The coding tool was the most relevant useful tool for the analysis that help to visualize the main trends and agreements between the actors involved as well as the patterns to be expose by the qualitative analysis. The observation was used to complement the surveys and interviews information for analysis when necessary and suitable. Interpretations are made and reasoned by the researcher.

Therefore, the information was read and re-organised and as a final step in the analysis, the most important quotes from the results were selected for translation into English, code by number of interview or document (the list of names can be found in the appendix 8.6) and include as an evidence for the findings. Tables and figures were developed to present the principal findings and answer this sub-questions based on the empirical part of this research:

- What are the leadership structures identified in the case study in Canoa, Ecuador?
- How do the different networks work in order to reach the outcomes of the project?
- What leadership approaches were applied during the process to engage the community in the project?

3.5 Ethical Issues & Limitations of Research

A potential vulnerability of the single-case design is that a case may later turn out not to be the case it was thought to be at the outset (Yin, 2009). Single-case designs therefore require careful investigation of the potential case to minimize the chances of misrepresentation and to maximize the access needed to collect the case study evidence (Yin, 2009).

The interviewees were asked in advance if they agree to participate in this research. They were sent an overview of the research with the main concepts, a permission letter from the thesis supervisor (Appendix 8.3). The interviewees were informed about the procedure and the transcripts are only available on request (Appendix 8.5).

In terms of limitations, there is a potential obstacle based on the chosen language for the research. Since the case study is in a Spanish speaking country; documents, interviews and surveys were made in Spanish for a better comprehension of the actors, the community and for a better analysis. The relevant evidence was include in the findings and translated as accurate as possible in order to transmit the speaker ideas.

3.6 Case description: TSL Canoa, Ecuador 2017

The Latin American Social Workshop (TSL) is a event promoted by the Latin American Coordinator of Students of Architecture (CLEA), with the intention of exploring the social service of architecture through the management of a project led by students, with the participation of public and private entities, collectives, architects, teachers and members of civil society. Every year, this organization receives applications of students or citizens. After a selection process, a group is granted as the headquarters for the project and start to work. The event guarantees the presence of students from Latin America, who carry out urban-architectural projects to solve real problems in a population or community. This platform for initiatives has been developed for 14 years, being the last one carried in Canoa Ecuador in 2017.

Figure 4: Map with the location of Ecuador in South America.

Figure 5: Map of Manabí in Ecuador

Figure 6: Map of Canoa in Manabí

Sources: Pinterest.com, Acceses:10.04.2018. (develop by the author).

Canoa is a beach town that has an extension of 17 kilometres, surrounded by nature and located in the province of Manabí, near the city of Bahía de Caráquez and San Vicente. Ecotourism and excellent waves for surfers are some of the main attractions of this place. The town has a very active nightlife. The huts along the beach are for handcrafts, bars, and restaurants where local dishes and drinks are served until late at night.

On April 16 of 2016, an earthquake of 7.8 on the Richter scale shook the Ecuadorian coast. This natural disaster unfortunately left at least 600 dead, thousands of wounded and the painful picture of hundreds of Ecuadorian families, mainly from the provinces of Manabí and Esmeraldas, this phenomenon has been considered as one of the strongest natural tragedies in the history of our country. But this difficult experience gave strength and wisdom to unite the country as a single work team, making the unaware and the committed to deliver their support at the time of this tragedy. This community realize that by improving their environment, they can be empowered and educated to reduce inequality and overcome inefficient bureaucratic processes (Bakker et al. 2012).

After a group of students, teachers and citizens make the postulation and had the correspondent approval, Canoa was elected to be the headquarters for the TSL 2017. This civic initiative called "No te detengas" (do not stop), was carried out in one of the most affected places by this natural disaster. The main objective of this initiative is to help in all possible ways to the community of Canoa – Ecuador; to its friendly and humble people, giving them the opportunity to recover their joy and hope in this land full of natural paradise landscapes, help them recover that status of a tourist city by working on urban architectural projects full of creativity but above all with strong emotional content (Astudillo J. et al.,2016). This civic initiative tackles Bakker et al., (2012) criteria were citizens as the community or Canoa and overall Ecuador are willing to be part of the initiative; and facilitators as the students' organizations CLEA are present to support and enhance the effectiveness of these collective action. This shows how after a disaster, citizens establish their own communities and begun to take public matters as the rehabilitation of public spaces in the hands. (Van der Steen et al.,2011)

3.6.1 Socio - Spatial Issue

The approach of this project arises as a response to the needs that emerge after the earthquake. The result of an intense process of discussion about the experiences of response to the serious damage caused and the absence of an articulation plan, translated in a loss of synergies and decrease of the impact of the actions of the different actors (Astudillo J. et al.,2016).

Figure 7-8: Analysis of constructions destroy by the earthquake (43%) Aerophotogrametric of before and after. Source: Astudillo J. et al. (2016) "Master Plan Canoa 2016"

The need for articulated projects to be part of the construction help to joint capacities.The proposal seeks to align the production and transfer of applied, scientific and technological knowledge with the satisfaction of social needs, promoting safe, resilient and sustainable

human settlements and strengthening the role of the communities affected by the impact produced by natural phenomena for a sustainable and inclusive recovery.

3.6.2 Project Goals

The starting point of the project was to show the social role of architecture, and the link and relevance of the academy with local realities. For Astudillo et al., (2016) the project seek specifically to:

1. To Support the economic and social reactivation of Canoa with urban-architectural projects.
2. To be a means of empowerment for the development of the affected inhabitants.
3. Use the event to disseminate the natural and cultural potential of Canoa.

3.6.3 Organizational Structure of the TSL Canoa

The process is part of developing a connection with the community as a commitment to consolidation. This proposed a joint effort between the academy, groups of architects, professionals, students, the central government and the sectional governments, the private company and the affected community. These actors will play a role in the management, design and construction of urban-architectural projects that promote a sustained economic and social reactivation. The project considered the physical reconstruction of the habitat, the maintenance of a local identity and the conservation of the environment. In this process the diversity of actors was fundamental, and the networks created help in its development and further completion. In figure 9, is shown the actors that were involve in the project. The actors interaction, the networks they developed and the capabilities of leadership that emerge during the process will be discuss in the next chapter.
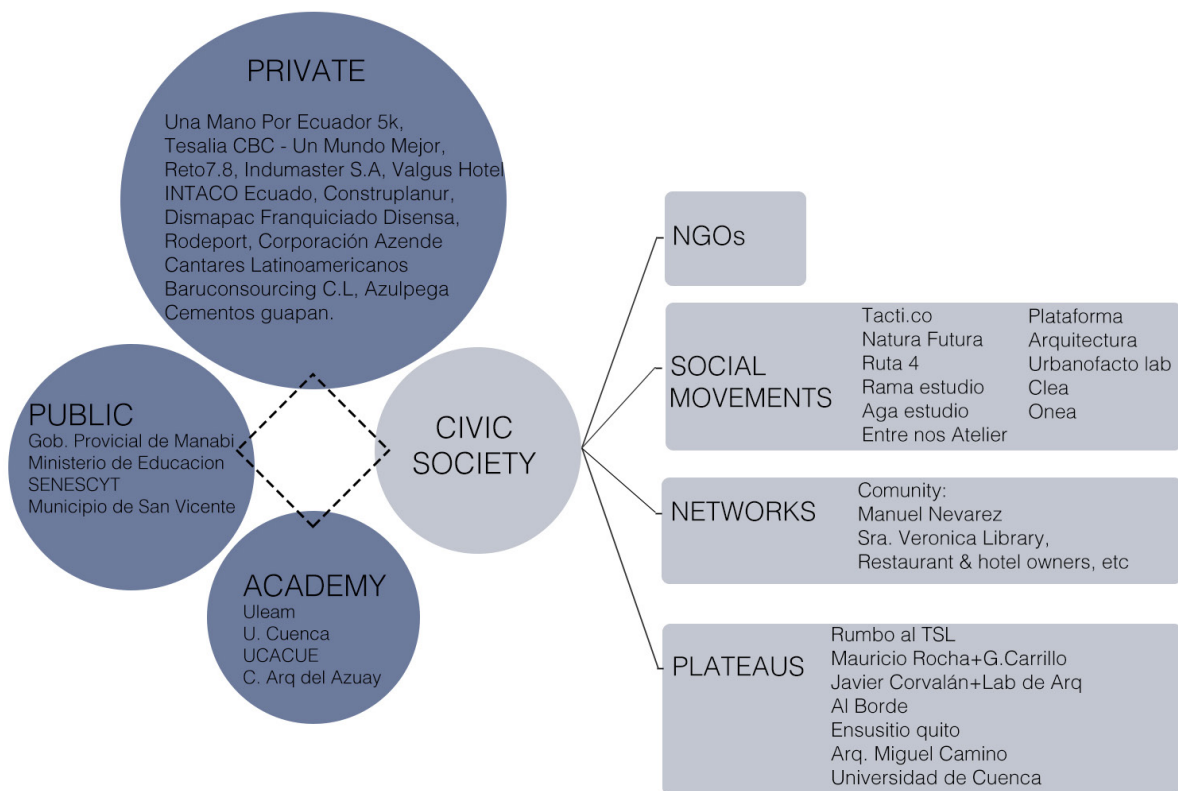

Figure 9: Typology of actors' involved in civic initiatives of Canoa. Source: develop by the author.

The internal structure of the project was oversight of CLEA and the national student organization of Ecuador ONEA; respond to a general coordinator (Alexis Parreño) who worked with a sub-coordinator and a treasurer; and established academic and logistic advisors in order to developed the main guidelines of the project. In order to cover the amount of work the team was conformed several groups, i.e.: transportation, sponsors, photography, safety, etc.

3.6.4 Pre, during & Post Strategy of the TSL Canoa

It was proposed to divide the initiative into 3 phases, based on the psychological affectation observed in the territory after the earthquake. The process should be able to ensure results and not create false expectations, as well as, seek for a process that facilitate local development based on its potentialities. The idea was to generate local development, micro-enterprises, self-management of resources, among others. Not seeing the earthquake as a problem but as an opportunity to do things better. Astudillo et al. (2016) explain that the three phases were:

-Pre TSL: The phase for screening and diagnosis in which a MASTER PLAN CANOA 2016 was establish. The plan will define projects, focused on the economic and social growth of Canoa, indicating with certainty its location, dimensions and materials to be used. The resulting projects will be the resolutions made in workshops with the community that will link the future users in the different phases of the project. It is also proposed to generate sponsorships by private companies, which will be responsible for the budget of each intervention. The projects were divided in 3 lines of action; public space, urban equipment and economic reactors.

-TSL: The construction and event phase in which the projects specified by the master plan can became a reality. Within the framework of the TSL event these projects will materialize with the creativity of the groups and students of architecture and design that will participate in the workshop. During the process of design, management and construction of the project, there must be the participation of the community, understanding that the volunteers, will be there for 10 days, however the community will remain in the place. It is important that the community take ownership of the project from the beginning to continue working on it even after the end of the event. Urban architectural projects are presented as a platform or opportunity for the development of the community in the future.

-Post TSL: A phase for documentation, production of videos, articles, books and others; that allows an understanding of the process developed and its consequences.

3.6.5 Constructions of the TSL Canoa

The construction phase finish with 5 new structures in the town of Canoa that fulfilled the defined objectives of the organization. The idea of generation spaces for technical and craft training, the exhibition and sale of local products and crafts (community fairs), spaces to offer services and tourist information, for cultural activities, for the enjoyment and practice of sports was accomplish and reveal in the structures delivered to the community.
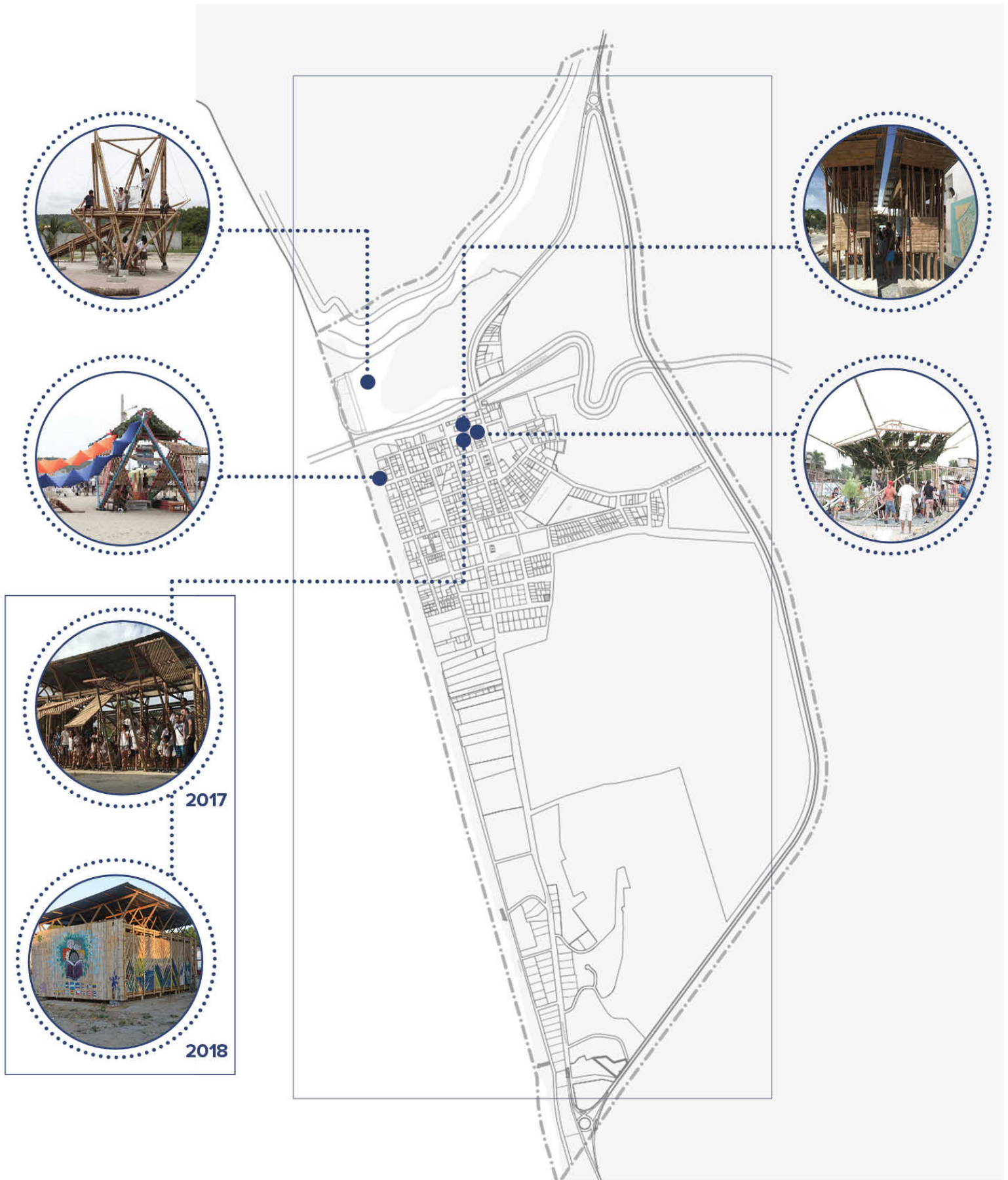
2017

2018

Figure 10: Map of the projects build during the icosntruction phase . Source: develop by the author.

Data and Results

4

Chapter 4
Data and Results

The results obtained are based on the data collection mentioned in chapter three. The data consists of 10 semi-structured interviews to each typology of actor part of the organizational structure of the project, 38 surveys to the leaders of the project and overall community of Canoa, analysis of administrative and media publication documents, and direct observation by the researcher during her participation in the project throughout the process. The research was divided in 5 lines of reasoning that will broaden the understanding of the shared leadership analysis in the case study and will be presented by the findings in Atlas.ti (interviews (I000), organization documents (D000), media publications (M000)) and survey analysis. The base questions for the following analysis are: What are the leadership structures identified in the case study in Canoa, Ecuador?; How do the different networks work in order to reach the outcomes of the project?; What leadership approaches were applied during the process to engage the community in the project?.

Shared-Leadership lines of reasoning	Findings
1 Organization structure	a. The importance of the diagnosis in the overall process
	b. The importance of the general coordination
	c. The importance of the network building
2 Leadership orientation	a. Leadership developed by the general coordination
	b. The micro-leaderships that emerge along the way
	c. The orientation of leadership that the project took
	d. The cases of lack of leadership
3 Community engagement	a. The generation of bonds or ties.
	b. The building of truts among the community and the project
	c. Cases were the lack of information generate a lack of commitment
4 Team development	a. team indicators as experience, leadership and coordination skills, and a multidisiplinar approach
	b. team drivers as what moves them to be part of the project and what are their personal and collective goals
5 Project Outcomes	a. The results achived
	b. The results not achived
	c. The outcomes that the project produce

Table E: Findings based in a shared-leadership lines of reasoning of the research strategy. Source: develop by the author.

4.1. Organization structure

In order to understand the organization structure of the project, the interviewees were ask their role in the project and in their opinion, how would they describe the network system that the project develop in order to become a reality. After an analysis, the relevant aspects in terms of the organization structure were the importance of the diagnosis in the overall process, the general coordination structure, and the network building.

Organization structure findings	Atlas codding comments	Data Code
a. The importance of the diagnosis in the overall process	determine the needs of the population of Canoa	(D004) (M001)
	people who know the context closely	(I003)
	esources, networks, capabilities and responsabilities grown in a way as the need for different actors to be envolved and commit	(I002)
	The pre-workshop will be a strategic tool for understanding the local reality	(D004)
	and the fact that is built is because it is already validated by the community	(I003)
b. The importance of the general coordination	the development of the organizational structure of the event with the actors committed to improve this process of engagement	(I007)
	the organization was much more serious and more academic	(I003)
	None of this would exist if it were not for the oganisation	(I003)
	I think that if certain things would have been handled differently we would have had better results	(I007)
	the awareness that the informal is the formal	(I003)
c. The importance of the network building	in the organization of the event were key players	(I010)
	each had a clear role and the defined key functions	(I010)
	the awakening of each one of the actors and of many public Institutions that were called to participate	(I002)
	emotional and operational bonds are strengthened at the level of group work	(I007)
	the truth is that they investigated my case	(I006)
	they came here they talked to the school president	(I004)
	In this case as Huasipichanga, our relationship was directly with the organizing committee, with Clea and more than anything with the community	(I001)
	the concept of the TSL comes from a joint effort; as if They Were the Olympic Games	(I003)
	the media for example had direct relationship with the general coordination and with the presidency of Clea	(I003)
	the networks seemed very important to me, because networks were woven; they became friends	(I002)
	is that maybe there was not a link between all the actors	(I001)

Table F: Findings based on the organization structure. Source: Atlas analysis developed by the author.

a. The diagnosis or all the previous work made in order to reach the community, served as an important tool that strength the development of the second and third phase of the project. The Pre-TSL served to developed proposals that respond to the proper needs of the community according to their vision for future development.

> *The pre-workshop was a strategic tool for understanding the local reality and accompany people in managing future projects will not be an instrument of territorial planning but serve to manage potential sites, resources and collective work for the future implementation (D004)*

> *According to field research conducted by the TSL team and the needs expressed by the community, they decide to work in a generic, adaptable and replicable proposal that respond to the activities that users require. (M001)*

> *...the TSL or the week workshop, I actually see it as the end of the process with the community; just to materialize it, because there was a job that was developed for months before by the organization and the fact that is built is because it is already validated by the community, I did not saw community resistance (I003)*

b. The general coordination of the project played an important role according to the actors. The ways the project was dividde into phases and the internal organizational structure helped the process to move forward. The roles of the different organizations were well defined and the communication and coordination with the general coordination facilitated the work as well as the trust of the actors that got involved in the project. The majority stated that the central coordination was the centre of decision making but always giving with a feeling of autonomy and empowerment to the other actors to develop ideas and to seek for better alternatives on the way; based on their personal opinions. The structure of the project could have their internal general coordination in a formal way, but as it grows in networks, informality was present in this context. Most of the time there was no documents to support decisions.

> *...the development of the organizational structure of the event with the actors committed to improve this process of engagement with the people; with students coming from abroad; with all the leaders of academic and logistics areas (I007)*

> *...None of this would exist if it were not for the organisation, for example, what Alexis Parreño did as an orchestra director within the organization. He formed a bridge between the Clea the Onea and the community. (I003)*

> *...the issue at the organizational level was quite positive but is always a growing process. I think that if certain things would have been handled differently we would have had better results. And one of the things of significant influence on the human being is the expectation. (I007)*

c. The network building was relevant in the process. The links, responsibilities and capabilities developed during the process responded clearly to an organizational matter and to the need to get certain things done. To some extend the progress of the project generated the need of new actors, as well as, the involvement of new actors creates bigger networks and supporters. Nonetheless, as the relations with the general coordination were firm, this did not produce strong links between the different actors as the ones with the direct organizers.

> *...in the university those emotional and operational bonds are strengthened at the level of group work, among others, then the initiative that Alexis told me about the project was because of friendship and because I belong to the territory, as it was linked to my social*

commitment with the place (I007)

…the truth is that they investigated my case, to what I really dedicated to. I think, I needed someone to give me that little impulse or that kick as we say; that Ecuadorian touch that gives you an impulse to keep going"(I006)

…the networks seemed very important to me, because networks were woven; they became friends, they became brothers, in order to gain a result and a specific objective that was to interact and help the community. (I002)

…is that maybe there was not a link between all the actors, a direct link between all the actors, I do not know if it is necessary but sometimes it is interesting to know how many people are behind a project and not only fulfil the role that one has. There was no coordination between all actors at the end, it did not give any negative results but if it were given I could generate even better results (I001)

The survey results for the org. structure of the project respond to two questions:

1. Would you say that the relation between the different organizations has a positive impact in the outcome of the project?
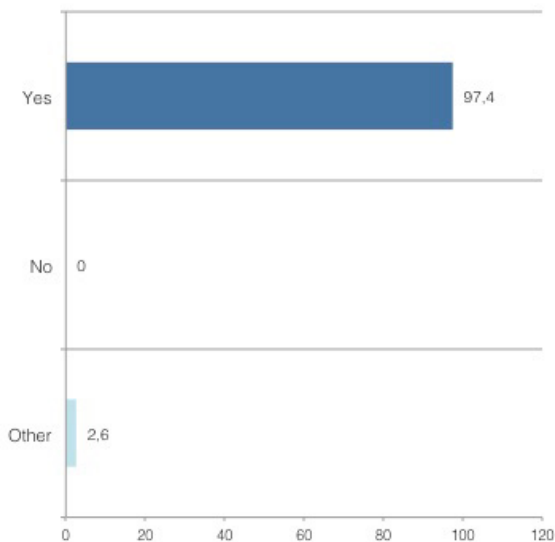
2. What would you say was the working structure of the project in terms of roles and initiatives
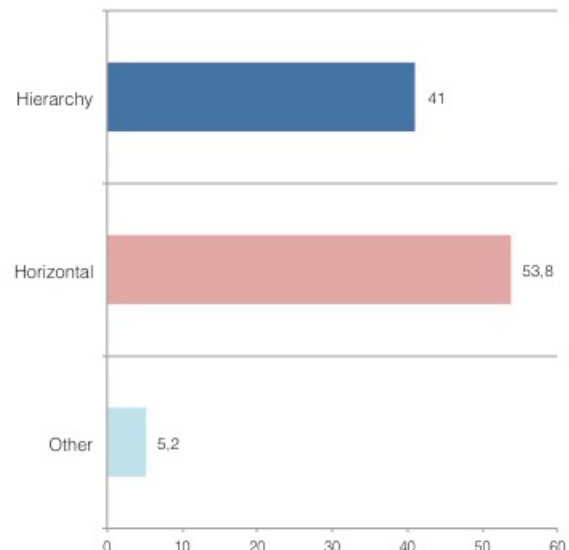
As seen, the majority of participant agreed that the networks developed by the actors had a positive impact in the Project. In the second question there is a clear division between the perceived organization structures. %41 of the participants consider a hierarchy against a %53,8 that perceived and horizontal structure. Some participants state that both were necessary for the project development, as well as that there was a hierarchy of the organizer committee but enough freedom to make decisions and several leaders could be recognized within the type of the organization.

4.2 Leadership orientation

In order to understand the leadership orientations of the project, the interviewees were ask if they identify their organization as a leader of the project or how they perceive the leadership coordination between the different actors. After an analysis, the relevant aspects in terms of the leadership, were related to the leadership developed by the general coordination; the micro-leaderships that emerge along the way; the orientation or type of leadership that the project took; and the cases with lack of leadership.

Leadership Orientation findings	Atlas codding comments summary	Data Code
a. Leadership developed by the general coordination	*I believe that the leadership, the final decision, will always be delegated to the Organizing Committee*	*(I001)*
	Alexis (the general coordinator) was my main contact, had everything on his shoulders	*(I005)*
	mediator between us and the general coordination of the project	*(I009)*
b. The micro-leaderships that emerge along the way	*the tutors of each workshop.. they have a fairly representative leadership figure, especially for the project participants, for the community, and so on; because they are guiding the constructive process.*	*(I001)*
	academic advisers who were two architectural studies that have a lot of relevance	*(I010)*
	also leadership on the part of the professors...but not leadership in the sense of a teacher but mostly as a coordinator	*(I003)*
	through the children to families that also had a leadership in the community	*(I001)*
	Kiki was a surfer who worked and had a very positive leadership	*(I003)*
	community leadership is that of those who validate that this process	*(I003)*
	because more than a single leader we became a human team	*(I007)*
c. The orientation of leadership that the project took	*that leadership is always shared with the organizing committee*	*(I001)*
	with respect to leadership it is interesting because I think that the TSL in the case of Canoa was a small-scale replication of what works in society	*(I003)*
	two types of leaderships, one within the TSL and in that are the architects as workshop leaders, the general coordination that is an obvious leadership...and on the outside is also the leadership of these fundamental actors of the community	*(I003)*
	there was a general leadership and then it was developed in smaller parts	*(I009)*
d. The cases of lack of leadership	*the collective classroom at the end did not have a main actor to take care of it and people even started to steal the doors*	*(I010)*
	because of the micros leaders we talked about, I understand that many people have already forgotten about the project and do not even follow up	*(I009)*

Table G: Findings based on the leadership orientation. Source: Atlas analysis developed by the author

a. The organizer committee or general coordinator of the initiative played an important role in terms of leadership. Besides of being the direct face of the project, it was the one in charge of building networks and generate trust amount those actors in order to engage them and assure their commitment and performance. The communication and organization provided shown a lot of effort and efficiency in the eyes of the actors that intervened in the project.

> *…and about the event as such, I believe that the leadership, the final decision, will always be delegated to the Organizing Committee (I001)*

> *Alexis (the general coordinator) was my main contact and he introduced me to two more people in the team. Alexis for example took care of one of those structures and there were others each person who was in charge of completing one of the projects, Alexis had everything on his shoulders (I005)*

> *…then Alexis joined as student representative and became the general coordinator because obviously it is the legal figure what is needed for these projects and he was entrusted with coordinating the project and closing the mediator between us and the general coordination of the and us (I009)*

b. Along the way, the networks involved in the process grew because of different needs. The actors found ways to be leaders in their roles within the project, as well as leaders figures for the rest of the people involved. They were engaged and empowered to develop their own ideas in the best interest for the project; integrating the general coordination, but mainly in the pursued of an effective decision-making. It was important the community as a leader because it validated and socially accepted the process and the project.

> *…academic advisers who were two architectural studies that have a lot of relevance in the country; that was Tactico of the architect Juan Pablo Astudillo and Natura Futura of the architect José Fernando Gómez and the architect Fausto Quiroz, they were also key elements for the development of the project (I010)*

> *Huasipichanga through the workshops I think we first identified the children and through the children to families that also had a leadership in the community for example some restaurant owners etc. which in one way or another were part of the project (I001)*

> *Kiki was a surfer who worked and had a very positive leadership with the community, with the children and within the beach, which is fundamental in a town like Canoa to understand how the town works in relation to the beach and he was a very positive leader , especially considering that the beach is colonized by foreign tourists, gringos and Europeans then, in that sense a leadership very validate that. (I003)*

> *…because more than a single leader we became a human team, which in a certain way at the legal level and statutes, there was one or two people who are verifying all the processes; but each one directly or indirectly took responsibility for their area and started to management models of management and execution. Small leaderships with social commitment. (I007)*

c. The Leadership orientation that the project took emerge in a frame were a vertical leadership started the project and serve as a coordination tool; but along the way the micro leadership took place and committed actors feel free to propose, decide and execute ideas within a the project boundaries.

> *…obviously that leadership is always shared with the organizing committee, that the Organizing Committee has to be sure that resources exist, that the spaces are enabled, that*

there is a good relationship with the municipality, with the community, and so on...those links are important... and also at the time when the children want to participate or the community wanted to participate we would have directly taken the decision in consultation with the tutors of each workshop and the organizing committee of the TSL, however I think that there is enough independence to each one of us to developed what we believe more convenient. (I001)

...with respect to leadership it is interesting because I think that the TSL in the case of Canoa was a small-scale replication of what works in society. Is the community; is the State through the Mayor; is the private company through contributions and also the trade that is generated through the event. There is also the academy...there are even the communication media as ArchDaily and it is interesting how that dynamic is replicated in leadership issues (I003)

...there was a general leadership and then it was developed in smaller parts the important thing is to have the ability to see a goal to reach; so that the little ones can help you to reach it. In that part was more or less Cuenca and smaller parts of people who were in the territory as well and in other cities of Ecuador but there was always a coordinating head and more or less spread out by obligations (I009)

d. The results or inconvenients due to lack of leadership were also important in the process. It was evident for the actors that some things could be done better in terms of leadership in order to get better outcomes.

...the collective classroom at the end did not have a main actor to take care of it and people even started to steal the doors, so we had to go hire workers to get it fixed and we did not know what to do; but luckily they contact us with Rocío from Alegrate Canoa and she tells us: "look I have many children to whom I give courses in art painting and we do not have a space"; but that person was key from the beginning of the event but only approach us when the event ended (I010)

...because of the micros leaders we talked about, I understand that many people have already forgotten about the project and do not even follow up despite that in the diagnostic was planned, the design and production process and the post TSL that we called; it that was to go after 12 months to make an evaluation of what was left and documentation that did not happened; obviously that is no longer in our hands but the general coordination (I009

The survey results for the leadership orientation of the project respond to two questions:

1. Being part of these project, with what statement you agree the most:
One head as a leader is more manageable for the develop of the project or a Shared-leadership focusing in different sides is more manageable for the develop

2. Did you feel you had enough authority to develop your own initiatives that strengths the accomplishment of the results of the project?
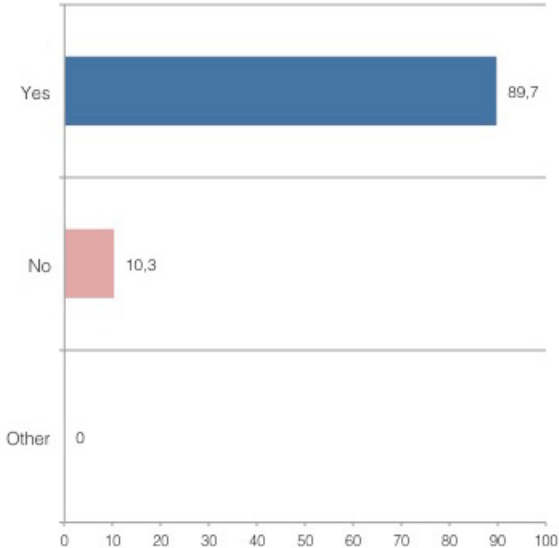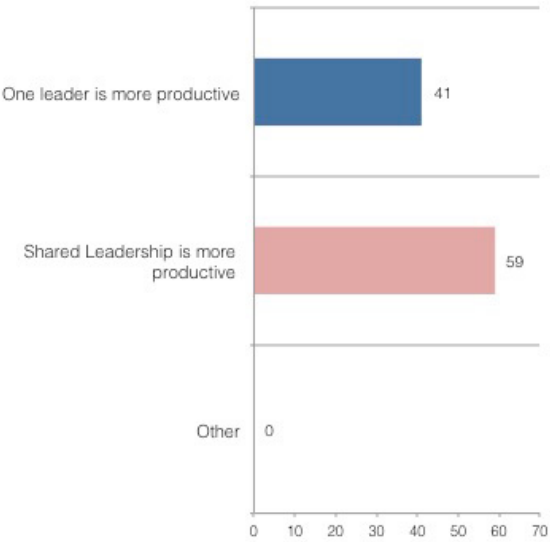
As seen in the graph, more participants identify a shared leadership as a more productive type of leadership. The second question complements this view when the 89,7% agreed that they felt empower to develop their own ideas through the initiative in order to make the outcomes stronger.

4.3 Community engagement

In order to understand the community engagement, the interviewees were ask how would they describe the process to engage the community in the project. After an analysis, the relevant aspects in terms of the engagement were related to the generation of bonds or ties, the building of trust among the community and the project; and the cases were the lack of information generate a lack of commitment.

Community engagement findings	Atlas codding comments summary	Data Code
a. The generation of bonds or ties.	*the diagnosis was the way to reach the community through the students to identify their needs*	*(I009)*
	We had a meeting with the association of hoteliers of Canoa, which are excited with the initiative	*(D007)*
	that we had to be very clear and say things as they are very clear and not filled with false illusions	*(I010)*
	We begin to more than to invade to be part of the same context	*(I007)*
	The use of the image to involve..., that was one of the key things for me to involve and call the attention to generate this process	*(I002)*
	the graphic line is a key thing of all projects because the graphic line is the one that sells	*(I010)*
	Together with the community, we have identified problems, generating objectives to be met for each workshop group	*(M003)*
	I think that the process of involving the community on behalf of Huasipichanga in the first place is to work with the children as actors	*(I001)*
b. The building of truts among the community and the project	*Formation of working groups with members of the community - Guarantee the articulation of actors*	*(D005)*
	It was very difficult the first day in the convocation, we made pamphlets days before so that people come	*(I010)*
	I am the guardian of this space, of this game, of this park; the parents are interested in knowing well my son cares,	*(I010)*
	I think that insisting and going every week, every two weeks, to say we are doing this,the people already started to give us a little more trust and it was also really difficult because as we are a small group	*(I010)*
	the coordination and the flexibility of some aspects as key and that the actors in some way and the community And the trust that was given from one another was also key	*(I010)*
	…but the idea of the project was not to leave there but rather that people help build and learn the technique so that it can be reproduced	*(I008)*
	the most important thing is that they are building their spaces and that they are responsible for taking care of them and developing them later	*(I001)*

c. Cases were the lack of information generate a lack of commitment	*They did not trust us, we were young and the truth was that we did not have money*	*(I010)*
	I know there was not enogh time but of they have had invite the community at the end of the Project and told them that the Project is for them, to be taken care by them, people in Canoa need more motivatio (I004)	*(I004)*
	As I say we knew that they came from the TSL but we did not know what they were going to do	*(I004)*
	at the beginning, the community›s skepticism toward the project did not make the projects respond much better	*(I010)*
	We understood that education and opportunities for development and ideas of progress were different.	*(I007)*
	the commitment was not the same of everyone else because of personal inconveniences	*(I007)*
	a society marked by an specific culture, we can say that there is a lack of human values because the appropriation of the spaces was more complex	*(I007)*

Table H: Findings based on the community engagement Source: Atlas analysis developed by the author.

a. The bonds between the actors as well as the ones with the community leaders and community as a hole were part of the objectives of the project. There was a lot of work involved in the networking and the generation of these bonds in order to assure social approval, participation and mainly the permanence of the project. It was assumed that a close tie will engage people and commit them to participate as well as to be involved in the project as a long term approach. The use of the graphic image and marketing was important in the development of the project because it helped to reach volunteers as well as sponsors and to show an organize in order to create reliable links.

> *…the diagnosis was the way to reach the community through the students to identify their needs to be able to listen to people can not start a project without being told to really see what they need from their point of view … Yes, it was interesting to work with the community. I would say that if there was a work with the community from the beginning. (I009)*

> *We begin to more than to invade to be part of the same context sharing their beliefs, sharing their culture, understanding the educational field, how it works. We begin the process of social and emotional insertions before carrying out any project. (I007)*

> *…the graphic line is a key thing of all projects because the graphic line is the one that sells, is the visual, the first thing that the person sees; both the investor and participant. For me the graphic line is key in this type of projects; within that connection of image and publicity because there were also people in charge of sponsorship (I010)*

> *I think that the process of involving the community on behalf of Huasipichanga in the first place is to work with the children as actors of the participatory process and also as a connection with their homes, with their families, with the adults since once the adults see that the children are interested then approached us they asked us what the project is about and show more interest (I001)*

b. Building trust among the community was an essential resource for the organization. In order to guarantee a successful outcome, the community had to be part, engage and assure the permanence of the structures. The building of trust was a result of a lot of work in the first phase of the project; but surprisingly, it was establish in the construction phase were the community was seeing actual results or at least a processes happening. It was important for the organizer to be clear about their expectations and limitation in order to transfer the ideas with the same clarity to the community and do not built false expectations.

> *It was very difficult the first day in the convocation, we made pamphlets days before so that people come; many times I went to speak with the authorities to ask them to please make the call. And that day we had to go out into the streets with a megaphone to ask the people to come at least for little while, come to the library, and well there were many people who came and said good let's see what they say they promise now then we went there I insist we try to be very realistic (I010)*

> *…It was key to us being very clear about what we want to do and transmitting it to other people because that allowed us to defend the project with the authorities, to show the project to society in general, and also allowed us to approach many factors that were key to the investment (I010)*

> *…"I am the guardian of this space, of this game, of this park"; the parents are interested in knowing well my son cares, then, it is an important form of general bonding with the community, identify those leaders who above all generate trust within the community (I001)*

> *…the most important thing is that they are building their spaces and that they are responsible for taking care of them and developing them later (I001)*

c. A relevant aspect was to understand what happened when there was a lack of commitment, engagement or mainly a lack of information that produce these two. In this case, the building of trust was diminish by the fact that the community did not knew the organizations involved in advance so it slow down the process. The involvement and commitment grew when the community saw people working and building because the ideas were being materialize as a reality, not just words; but in a way that trust could have help to develop a better project from the beginning. The lacks of information or the assumption that people understood the project also played a role. Some members of the community thought that the leaders assigned for each structure were the new owners of it, excluding them for participating. Mainly the lack of information effect can be seen in the outcome of the project. The spaces are either appropriated by a leader or slowly forgotten; meaning that there is no a community organization to maintain them.

> *They did not trust us, we were young and the truth was that we did not have money then how we were going to do everything we said later when, thanks to God, everything went well and we saw the number of people who came to the school at any time. we were like a camp and it turned into a materials factory it was awesome for the people to see it like that and was very surprised (I010)*

> *For example now in the classrooms there is an art group because they are using it and they are taking care of it but people think it is theirs, that each place was given to them but it is not really for the community and not only them. They are the ones who have to watch over the places, it is missing a little bit more information think it needed more information and the community to be more appropriate. (I004)*

> *That although it is true we had good results with high expectations but wanting to get*

involved with a society marked by an specific culture, we can say that there is a lack of human values because the appropriation of the spaces was more complex; the commitment was not the same of everyone else because of personal inconveniences but they are very much rescuing who they are despite the circumstances were there predisposed. (I007)

The survey results for the leadership orientation of the project respond to two questions:

1. Would you say that the way the project engaged the community was successful? Did you feel the support?
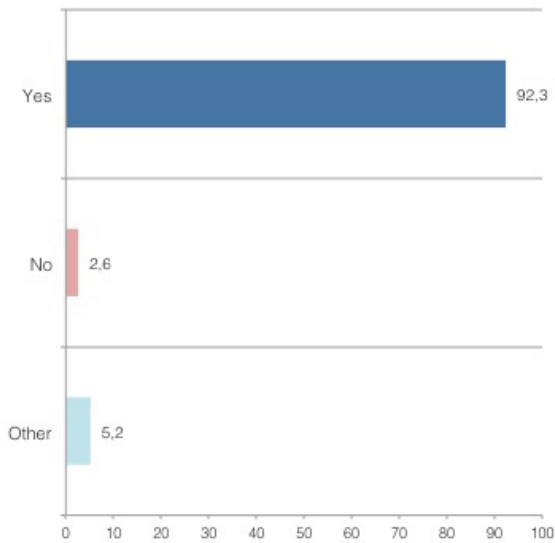
2. How did you find out about the project?

Overall the participants thought that the initiative was successful in their ways of engaging the community. A few participants state that it did not meet their expectations and that not all the projects had the same social appropriation. A 51,3% against a 43,6% was the difference between the people contacted and the one that actually approach the organization to join the initiative. This shows us how the engagement strategies worked in the project.

4.4 Team development

In order to understand the teams' development, the interviewees were ask what were the indicators that they took in account to form their team in order to be part of the project?. After an analysis, the relevant aspects in terms of the teams development were related to the team indicators as experience, leadership and coordination skills, and a multidisciplinary approach; as well as to the team drivers, define by what moves them in order to be part of the project and what are their personal and collective goals that they seek to reach with it.

Organization structure findings	Atlas codding comments	Data Code
a. team indicators	team for by a **community leader, architecture studio, young architect** and an **academic coordinator**	*(I010)*
	interculturality was key is this connection between these people	*(I002)*
	common characteristics such as empathy responsibility to finish the project,motivation and innovation	*(I001)*
	experience was clear about several things such as the scale, was clear that the community had to be part of the process	*(I003)*
	were many people here who had little experience and a lot of **experience**	*(I004)*
	the coordination for example; one group stayed cleaning the cane another group painted	*(I004)*
	we realized and wanted to work with more psychologists, it was important because **they provide other visions.** The architects sometimes are very closed and that was very interesting.	*(I008)*
	there was a very strong **academic environment** for what to do and the quality of work,	*(I009)*
	Several actors, not only architects, psychologists, sociologists, and environmental engineers, need a holistic view of things, because these projects are integral,	*(I010)*
b. team drivers	such a process where is necessary to **design discuss and deliver**	*(I003)*
	very important was the **positive energy charge** provided by all the workshops and the people who led all the conferences to each group; they were vitally important to inject a little more energy	*(I002)*
	TSL must generate the possibility of **replicating the process**	*(M007)*
	that the **humanitarian character** of the tSL last year was much more important	*(I003)*
	For us it is like things that **do not have to cost much** but that can be done	*(I005)*
	That energy of transmitting that **"what fits in your mind fits in your world".**	*(I007)*
	creating awareness of our essence as citizens, not just as professionals, when it comes to transforming our realities , **building social relations to keep the spaces alive**	*(M001)*
	the first interest is in **visualizing practices** of this type; the image of being validated social architecture	*(I003)*

Table I: Findings based on the team development. Source: Atlas analysis developed by the author.

a. The team Indicators such as how the teams were conform in terms of skills, gave a clear view of the complexity of the project. The multidisiplinarity was relevant for the actors. They perceive that different views and perspectives help to approach the project in a more holistic way. Experience was a strong indicator to guide the process in order to coordinate, plan, and execute tasks. Besides this; motivation, responsibility and innovation played an important role in the participation of the actors in this initiative.

> *...each workshop had a person called community leader that I forgot to say each team was made up of the architecture studio by a Junior tutor who was an architect a young architect graduated from a country or even national through a contest and an academic coordinator that he was a representative of the Organizing Committee (I010)*

> *It was recognizable that everyone who seemed to be a leader had certain common characteristics such as empathy with people, the responsibility to finish the project, innovation or the ease with which they had to solve problems or to get resources more quickly, easier, more effective, and motivation and innovation (I001)*

> *Rama studio experience was clear about several things such as the scale, was clear that the community had to be part of the process but during the construction process was a direct issue of students, and also think that working with the community requires the community to work for its own project and construction processes but participation are not insured; there are people who will be there one day and not another, it is not systematized... They know how to work in this type of format. (I003)*

> *Several actors, not only architects, psychologists, sociologists, and environmental engineers, need a holistic view of things, because these projects are integral, not only at a spatial level, but at an environmental, sociological, and management and maintenance level, sometimes the projects are constructed and After that, emotion goes away and what happens after management and maintenance is also important After the construction of a project. (I010)*

b. The team drivers such as what moves people to participate in the initiative were mostly related to personal goals. The motivation lied on the humanitarian character of the project and a collective goal to develop social relations to keep spaces alive. Actors' involved state that they wanted to create awareness and be part of a project that pursues a replicating character for developing communities. They remarked the importance of the process as a learning experience and the result as a visualization of this type of practices.

> *TSL points to that to demonstrate that it is a process that can be done in a short time and understanding why the limitations of such a process where is necessary to design discuss and deliver and obviously be imposed on that. (I003)*

> *That energy of transmitting that" what fits in your mind fits in your world". There were frictions at the human level that must be left many times aside because of a common goal; that people appropriate and can grow through the insertion that had been left. I think you have to be quite conscious not only in organizational structure but also in the objective that you do not miss the focus on the road. (I007)*

> *Participating in this event was very important for us, since it is about creating awareness of our essence as citizens, not just as professionals, when it comes to transforming our realities and it is what we have built throughout our lives...building social relations to keep the spaces alive (M001)*

> *On the part of arch daily, the first interest is in visualizing practices of this type... also show what is behind the final project of the final photo of the typical social photo with happy*

children, happy seniors; as people appropriating the project, that is the image that normally projects social architecture is like the way it has through the image of being validated social architecture. (I003)

The survey results for the leadership orientation of the project respond to two questions:

1. Would you say that the team different aptitudes contributed in a successfully way to the project outcome?	2. Would you consider that the working teams were form with enough diversity of the actors involved?
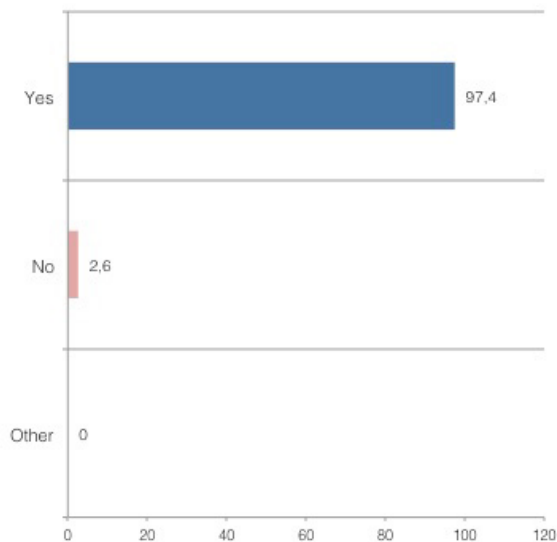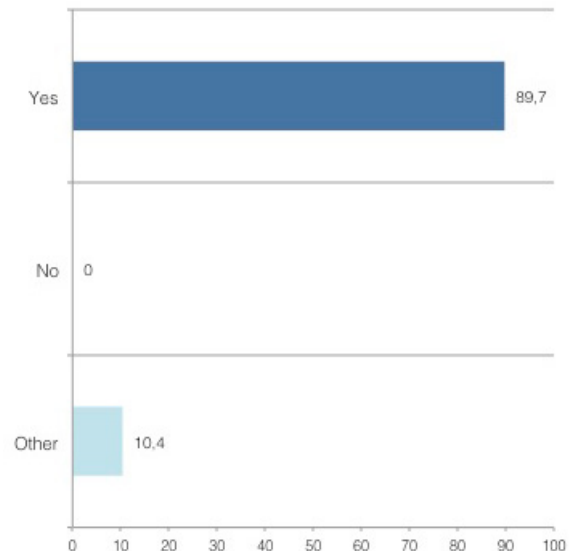
The majority of the participants perceived that the aptitudes and diversity of the team members contributed successfully to the outcome of the project. A few participants particularly state that some requirements as the number of community members involved was not comply. The consider that all possible actors were taken into account, but unfortunately not everyone collaborated in the way expected. There was diversity but not in all the teams.

4.5 Project Outcomes

In order to understand the results and outcomes of the project, the interviewees were asked how important would they say was the organization structure of the project related to the expected results and the actual outcome. After an analysis, the relevant aspects in terms of the results and outcomes were related to the results achieved, not achieved and the outcomes that the project produced.

Project Outcomes findings	Atlas codding comments summary	Data Code
a. The results achived	*I think definitely in the general objectives of the TSL fulfilled in generating public spaces for the affected community*	*(I001)*
	the objective of creating an event where students face a link with society and that the professional perspective … and the commitment that is achieved with community actors, with children mainly was definitely fulfilled	*(I001)*
	they were an accumulation of experiences and positive results that I believe that all this was very important at the time of identifying this creation of spaces	*(I002)*
	It was a very gratifying result for all the teams and personally for us also because we generated this image and this record of the event	*(I002)*
	the collective classroom... is the only workshop that I understand that is owned by the community	*(I009)*
	Information was gathered through various actors in the area and a graphic identity	*(M002)*
b. The results not achived	*we did not have the opportunity to talk with the workshop participants before, to generate joint actions*	*(I001)*
	from there you know how everywhere at the beginning everything is nice and afterwards the Parish Board is unconcerned; because the project was delivered to this Board	*(I004)*
	It›s great to do things like that in a Canoa when they coordinate a little better; because there were a lot of funds that could have been used	*(I005)*
	in this case the projection was six projects and in the end they were only 5, so you question them as if they had done the 6, that the money will be enough,	*(I008)*
	the collective classroom at the end did not have a main actor to take care of it and people even started to steal the doors so we had to go hire new workers to fix it	*(I009)*

c. The outcomes that the project produce	specifically I think it also showed the importance of children in participation	(I001)
	but there was a guy who kept it well but I think that the boy is no longer doing it.	(I004)
	now in the classrooms they are from an art group because they are using it and they are taking care of it , but people think that is theirs, that it is not really for the community	(I004)
	...really the 5 projects that were carried out, respond to the community and there they are	(I010)
	The proposal is validated by the users of the project. It was the opportunity to understand and «co-create» coherent spaces	(M001)
	we are also in an educational process obviously because we want to reach the children, I mean that their opinion is the most important thing	(I001)
	but it is interesting now to know what happened after a year or six months	(I003)
	we are taking advantage of the collective classroom	(I005)
	I am very grateful that this is a gift from the community and I am part of it, so I thank you deeply	(I006)
	still continue to sound people are still remembering the Canoa project, the idea is also of some projects is to keep running and that people finish the projects	(I008)
	but now she has been using this space for two years and she takes great care of it and many activities are carried out there	(I009)

Table J: Findings based on the project outcomes. Source: Atlas analysis developed by the author.

a. In terms of the results achieved by the projects, the actors mainly agreed that the objectives were fulfilled; the initiative produced 5 new structures in the town: new structures to be used by the community and possible reactive their public spaces and economy in the long run. The informality turned formal with built structures; some of them had municipal permits that establish them more permanently, some of them had community approval that allows them to still be standing.

I think definitely in the general objectives of the TSL fulfilled in generating public spaces for the affected community that from my point of view was very important... public spaces where they can be created where they can generate relationships between the community as such, so that new expectations of community development are generated. (I001)

...the results have to be the equipment built and inaugurated, under this parameter, most offices fulfilled it... to projects that I can understand as a social architecture the real evaluation comes later, a year later and I would like to know how are the projects now (I003)

...the collective classroom... because in the end it is the only workshop that I understand that is owned by the community is the only one that meets the requirements of having a municipal approval and being coordinated by a ministry with an analysis of structure and subsequent responsibility (I009)

Information was gathered through various actors in the area and a graphic identity was generated that will allow the hoteliers association to enhance the information for the tourist through the CANOA BRAND and CANOA POINTS (M002)

b. In terms of the result that were not achieved; it is a concern of how the organization could have been improved in order to have better results. It is evident that the experience was rewarding and the general goal was achieved, but there is still a feeling that something else could have been done. The networks could have bond better and produced a better outcomes.

> *we did not have the opportunity to talk with the workshop participants before, to generate joint actions but simply generated an action from the Organizing Committee and they coordinated with each person their different roles and everything but there was no coordination between all actors in the end it did not give any negative results but if it were given I could generate even better results (I001)*

> *It's great to do things like that in a Canoa when they coordinate a little better; because there were a lot of funds that could have been used... they did not realize it, but there is no one from Canoa that really stays and protects and here the connections devote a lot of effort... as I say if we are not bothering around, the place disappears (I005)*

> *what was interesting because they had to be originally six projects and merged into 5, Natura Futura was merged with Ruta 4 because the group originally worked with the Beach Merchants Association and the leaders were already clear that they wanted do. They see the process simply as architects that are going to build something specifically and there was not a prompter to develop a process with the community or anything because they had already defined what they wanted as a project (I003)*

c. Related to the outcomes (Post TSL), the idea is to visualize how hard is to work with a community; to get them involved, interest and overall assure their participation in order to assure the permanence and functionality of the structures created. It was interesting the role of the children in the process, seen as an invisible actor that stirred the collaboration and bonds bringing their families to the project. The initial conception that the project had to have a community leader to assure its maintenance produced mix feelings in the community. On one hand they are using it and enjoying the space, on the other hand they think the person in charge is the owner, therefore the only one called to take care of the place. One of the projects that at the end did not had a community leader is now a days being use by a Alegrate Canoa, a social collective, which works in cultural activities for the children of the community. This show that the effect of the project was also progressive because it did not work at the beginning according to plans but after it was built. The process seek that besides giving a physical structure; it gave knowledge and helped the community for a further development. Therefore, the true evaluation of the project has to be seen as a long term process in order to discover the changes that it create in the community.

> *specifically I think it also showed the importance of children in participation in the sense that they are definitely people who connect mother of adults and that generate greater collaboration and commitment. (I001)*

> *For example we went and we really liked the "dream catcher" that was the one that attracted a lot of attention and people and tourists go on weekends but there was a guy who kept it well but I think that the boy is no longer doing it. (I004)*

> *we are taking advantage of the collective classroom and I appreciate that it is here, because we do not have to depend as before, we depended on the Municipal Library...that has changed the community; maybe those little steps started to realize that there is a Canoa structure (I005)*

but now she has been using this space for two years and she takes great care of it and many activities are carried out there, but I believe that if she had appeared at the beginning of the event before the event, the project would have been adopted more to the needs of that person and new things had arisen but that scepticism of the people that we could not break until the event I think it would have been I would have had better results... As part of the same project that we are still linked to in June, we are going for the Children's Day to make a delivery of the documentary we made with the children and these will also be documented as part of the same project (I009)

The survey results for the leadership orientation of the project respond to two questions:

1. Do you consider the outcome of the project in line with your expectations?
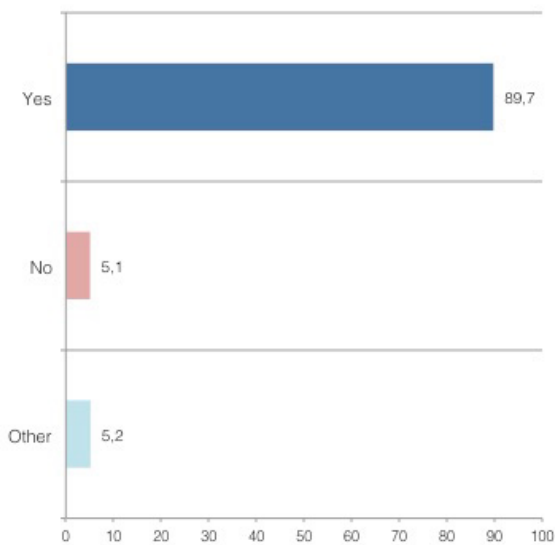
2. Would you say that the outcome was reinforced or diminish by the organizational structure of the project?

Yes — 89,7	Reinforced — 94,9
No — 5,1	Diminished — 2,6
Other — 5,2	Other — 2,6
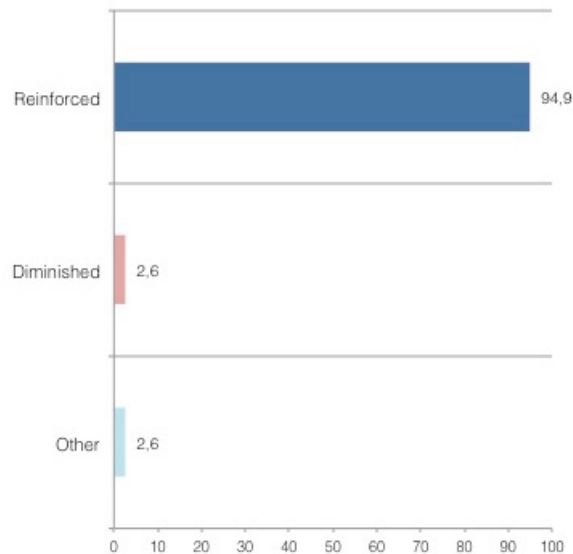
An 89,7% of the participants consider that the outcome of the project fullfil their expectations. A participant stated that the work was hard and the expectations very high, therefore more experience was required from the general coordination. For a 94,9% was clear the idea that the organizational structure of the initiative reinforced the outcome. Some on the other hand, believed that there should have been a continuous work on the results and more follow up on the project and community nowadays.

4.6 Findings in the perspective of the conceptual model

Positioning the leadership orientation in the conceptual model with the help of the evidence will help to show how shared-leadership was present in the project. Based on the relations of network and community engagement dimensions the findings will show how strong the presence of this type of leadership was in this project as well as its influence on the outcomes.
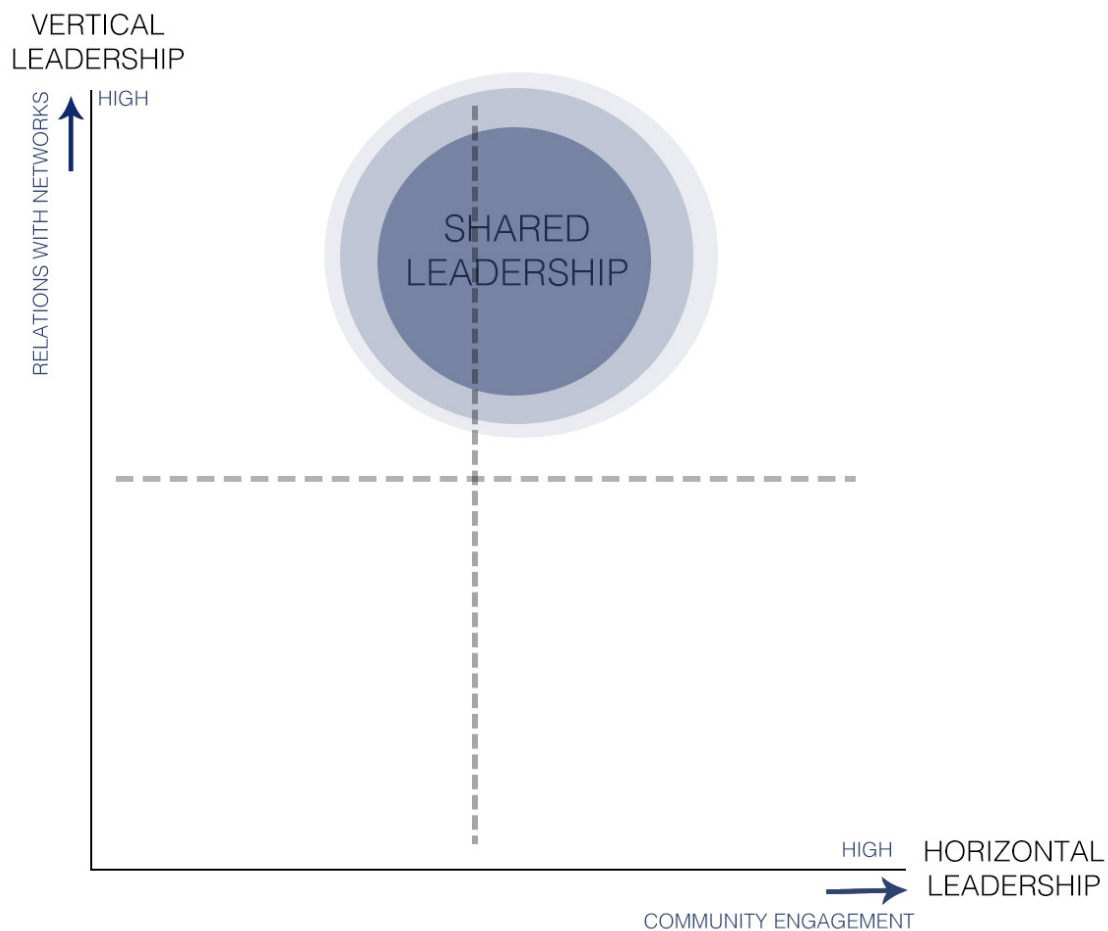
Figure 11: Position of the findings in the conceptual model of Shared-Leadership. Source: develop by the author.

The shared-leadership position corresponds to the relation of the vertical versus the horizontal leadership and how they were applied in TSL Canoa. From the findings in section 5.1.1 about the organisational structure and in the section 5.1.2 about the leadership orientation, there is evidence that there was a predominance of vertical leadership; taking into account that the actors felt empowered and took a leadership in their role in the project, there was still a strong presence of the general coordination directing the whole process. There is stated that there was room for initiative and problem solving for the actors involved and the networks built but in the leadership figure was mainly the general coordination (vertical) with the presence of micro leaderships developed through the process (horizontal)

The presence of relations with networks versus community engagement, as shown in the literature, strengthened the process and gave it better outcomes. In this case, in section 5.1.1 the structure of the organization shows how the project built networks and assured the communication between these actors and the general coordination. The actors state that

the general coordination was excellent and that the organization made strong links with the working networks but could have built a better a bond between the actors themselves. The community engagement findings, explained in section 5.1.3 state that there was a big effort in order to involve the community in the process, but there was also some lack of engagement. According to the analysis the relationships within the networks were strong while community engagement was present but not in all cases. As seen in the results and outcomes in section 5.1.5, besides the fact that the results respond to the objectives, there is a not a full accomplishment of the outcomes in terms that not all the structures have a community leader in charge. In other cases like the collective classroom and the surf structure, there is a lot of engagement and these projects have better outcomes than the others.

4.7 Concluding on Empirical sub-questions

Q4. What are the leadership structures identified in the case study in Canoa, Ecuador?
Q5. How do the different networks work in order to reach the outcomes of the project?
Q6. What leadership approaches were applied during the process to engage the community in the project?

As the research in the case study in Canoa shows, the leadership structures identified in the case study (section 4.2 Leadership orientation) are related to the leadership developed by the general coordination with a vertical influence empowering the other actors involved towards an horizontal leadership, Therefore, section 4.2 (b) explains the micro-leaderships that emerged along the way and the cases of lack of leadership (d). The importance of the network building (c) and the way the different networks of actors work in order to reach the outcomes of the project is empirically shown in section 4.1 (Organization structure). The networks were built during the different stages of the project and empowered to develop their own ideas but with a strong sense in regard to the general coordination. Section 4.4 Team development and 4.5 Project Outcomes, expand on how these networks interacted and the actual results of the initiative.

Section 4.3 touched upon the Community engagement topic. The leadership approaches that were applied during the process to engage the community in the project where related mainly to the generation of bonds or ties, the building of trust and the cases were the lack of information generated a lack of commitment. The Leaderships approaches discussed in section 4.2 showed how vertical and horizontal discourses where used as well as their effects in the participation of the community.

Finally, the findings of this case study show what different leadership structures were used and whether they have contributed to enhancing participation, trust and commitment. We can also argue that the development of networks of different actors facilitated accomplishment of the objectives and the results of this civic initiative. It was remarkable to see through the analysis of this project how the leadership type evolved. Due the circumstances it initiated with a strong vertical structure and in accordance with the needs of the project it developed networks of actors. A key point to stress is that vertical leadership was present throughout the whole process and this promoted a horizontal structure when the initiative was strong enough to grow and able to succesfully apply shared leadership.

Discussion and Conclusion

5

Chapter 5
Discussion and Conclusion

5.1 Discussion

This research has shown that there is a strong relationship between the context of the project, the dynamics of leadership present, and the resulting outcomes. In the empirical findings five lines of reasoning and vital components of shared leadership were presented: organizational structures, leadership orientation, community engagement, team development, and project outcomes. These will be discussed futher below.

Organizational structures: The main finding from the discussion about organizational structure was the importance of the context in the project diagnosis. In the diagnosis the context of a project is relevant in order to further develop the processes, and form expectations for the outcome of the project. Beer and Clower (2013), argue that local leadership may be more important in smaller communities, as these communities are more likely to be overlooked by the processes and priorities of central governments. In this case study, the majority of the interviewers stressed that the initiative emerged out of the urge to fulfil necessities that where not provided by the central government. On the other hand, the presence some general coordination of the initiative was a point of strength. For Ensley et al. (2006), vertical leadership may be especially important during the preformation stage of an initiative. As happened in this case, the general coordination or central coordination as recalled by the interviewers played a role in building social capital and showing formality necessary in order to develop networks. As Barca et al. (2012) discuss, it is important to stress the importance of fostering collaboration between the public sector, the private sector, and the non-profit sector from civil society. The relevance of these networks is shown by the fact that the main actors of this initiative correspond to these sectors, which provided facilities and resources. The academy as a new actor in civic initiatives provided a valuable link between the government organizations and the community, as a figure of trust and knowledge based in the respect of the citizens to the entity.

Leadership orientation: In the analysis of the interviews we uncovered the different aspects of leadership orientation that the project took: leadership developed by the general coordination, micro-leaderships that emerged along the way, and also cases of lack of leadership. For Hoch & Dulebohn (2017), shared-leadership represents teams composed of members who are competent in self-management and self-leadership skills. This is represented in the case study by the leadership performed by the central coordination; but also, according to the interviewees, the micro-leaderships formed because of the empowerment and self-leadership of the different actors grew during the project. As De Jong (2016) states, a flexible structure allows the links in a network to change in response to evolving conditions and to new opportunities. As was the presence of leadership in the project, its absence in some cases was also mentioned by some of the interviewees. Lack of trust, communication, and information were factors in this matter. For Horlings and Padt (2013), these responses in are common in practice as actors encounter problems such as lack of cooperation, lack of trust, clashing interests, as well as being faced by differences in psychological, physical and social

characteristics, which in turn challenge the development of the initiative.

Community engagement: Central in the findings of the case study were the formation of bonds, the building of trust amongst the community, and cases were the lack of information generated a lack of commitment. Bakker et al. (2012), consider three factors to be key for participation: resources, motives and mobilisation. In addition, the physical attributes of a neighbourhood show that the availability of localities where people can meet is crucial for the development of civic initiatives. The initiative in Canoa based its bonds with the community by providing spaces of consultation and creating a platform in order to generate mobilisation. This platform, where resources were going to be managed, resulted in strong motivation for involvement and participation. It was a remark from some interviewees of the community that in some cases providing clear information to the community was flawed and had repercussions on the actual outcome of the project. For George and Reed (2015), discussions of engagement need to expand to consider who and how organisations engage different actors and consider how best to engage community members to address their interests. De Jong (2016), explains that there are no methods or guidelines for building connective coalitions. Bergrud & Yang (2008) stressed that is also important to understand what is in it for citizens. For them participation in governance networks promotes a sense of ownership, shared understanding and mutual trust among public authorities, and citizens, and organized stakeholders that enhances all parties. All actors agreed that some of them were more committed than others and that this reflected upon the project.

Team development: It was interesting to see what set of skills were present and most relevant for the different actors of the initiative. The analysis helped us understand team indicators as experience, leadership, coordination skills and a multidisciplinary approach. Furthermore, it showed team drivers which moved the members of the team to be part of the project and what their personal and collective goals were. For De Jong (2016), coalitions are oriented to open networks where one or a few persons formulate an ambition and this drives and mobilizes others to join and meet each other in a spontaneous or action arena. As seen in this case, for Ensley et al. (2003) it is not about collectivity, but about connectivity. The different actors' motivations to help, mobilized them towards the goal. Bergrud & Yang (2008) discuss the critical role that shared leadership plays in facilitating the process of developing shared strategic cognition within actors' emergent initiative teams.

Project Outcomes: The results achieved; the ones not achieved and the actual outcomes that the project produced were assessed differently by the different participants of the interviews. Ensley et al. (2006) state that shared leadership processes add insight into the performance of organizations and appear to be particularly important in the development and growth of initiatives. In this case the network and empowerment development gave important results towards fullfulling the objectives of the initiative as well as the outcomes of it. The direct impact of the shared leadership in the permanence of the projects that were built was a reassurance of it. As said before, Hoch and Dulebohn (2017), argue that it has been demonstrated that shared leadership enhances team- and organizational outcomes in a variety of organizational settings; their analysis finds a distinct difference in team performance, over and above vertical leadership. And conclude that there is an overall positive relationship between shared leadership and outcomes.

Lastly, it is in the interest to show the connection of civic initiatives and the corporate world. The direction of leadership structures that new corporations are taking is already present in civic initiateves. therefore, the value to study these practices add upon a new paradigm of corporate behaviour. For instance, as seen in the civic initiative of Canoa, Ancora (2016) propose an agility in the corporate world were hierarchical structures move towards smoother ones, with horizontal dimensions dominating the scene.

5.2 Conclusion

This thesis argues the role and importance of shared leadership in civic initiatives; its impact in the outcome of the project and in the engagement of the actors involved. Shared leadership is positioned as a type of leadership where values and opinions of all actors are considered. The theoretical framework is applied in civic initiatives. Shared leadership is positioned in a spectrum, high on networks relations (vertical leadership) as well as high in community engagement (horizontal leadership). In my opinion this framework helps to join the theoretical and practical aspects of shared leadership. A rich theoretical analysis served as a basis for the analysis and helped for the understanding of the empirical findings. This research has shed more light on how this type of leadership structure is present in civic initiatives and therefore it importance in the outcomes of this ones. The research question elaborated on regard of this investigation touch upon how can shared-leadership structures enhance participation and engagement in civic initiatives. The studio provides insight that there is on-going moving ratio between vertical and horizontal leadership in this initiatives. The perfect doses would be context dependent and based on a contingent diagnosis (this study). As Collinge and Gibney (2010) state, place presents a unique context for leadership, the task is to identify the critical features and dynamics of this context. A process with blurred lines where the strength has to rely on commitment and empowerment developed by a strong organizational structure. What relevant points can be derived form this research? I would like to state a few conclusions as a response of the empirical and theoretical analysis.

> - The diagnosis or the first phase of the project as an important guideline that is going to develop networks and commitment, and furthermore, a better outcome. As seen in the research the diagnosis phase has been the most relevant. The building of networks and commitment within the participants assured a better process and therefore a better outcome. In this phase, trust is developed and even in types of projects like this one, that are complex and reinventing themselves along the way, the trust factor that engages the community is vital to develop a network that will be committed to deal with that complexity with a contingency attitude.

> - Civic Initiatives as a process more than a result, and how the process influenced the outcomes and permanence of the project. The process as development; guide to empower a community, to set guides to show citizens that they can do anything they would like to do. More than a set result the initiative is more based on showing what can be done with big or small efforts.

> - Shared leadership as a participative process where bonds are built and the drivers are more emotional: the urges to help, learn, develop, and grow. If we are saying that the engagement can be built by the right ratio of leaderships, on the other hand is important to state that this willing factor of being part of something and seek for

change has to be there.

- The outcomes are unpredictable, that is why the actual result of projects happened moths or years after their implementation. I.e. there's is a structure that had a community leader that lose his commitment after 6 months; against the collective classroom that was built without a community leader responsible for it but now, after a year, is being used by Alegrate Canoa for art classes. There is more evident why a civic initiative is more relevant as an on going process than a result. It shows that a result can be immediately delivered but its permanence, reproduction and use responded to a process that will show its actual results or outcomes in a longer term.

- Civic Initiatives are based and developed upon the values that the corporate world is trying to set in their empoyees. Shared leadership structures as seen in the analysis, rely on commitment and willingness. These are attributes that companies seek in order to encourage initiative and passion in their workers. Civic initiatives show us how this can be embraced and how the transitions of leadership can work towards a greater goal. How the corporate world can replicate this in an agile model will rest on the understanding upon integrating emotions and drivers towards the accomplishment of common goals

5.3 Recommendations

In the academic field, this research is among the first to address the limitation and gaps between theory and practice for socio- spatial planners. By understanding how these processes develop, the planner will also understand his own role in the process. This research elaborates on the scarce resources that citizen initiatives have in Ecuador. The idea therefore was to study the form of leadership structure that makes them a reality in spite of the obstacles that come with a lack of resources. The findings aim to provide a clear understanding of how shared leadership help to develop civic initiatives. At the same it showed how shared leadership influences the level of citizen engagement, as well as the role of the planner as another actor of the process.

Based on this research, it becomes clear that a large share of respondents tend to acknowledge that shared leadership is the way to go in this type of initiatives. In this case, different actors joined forces towards a goal and felt that by being empowered they could develop their interest but towards a collective goal. Is important to take into an account the role, attributions and limitations of the vertical leader. He can guide a process and develop and empower a network or he can limit capabilities based on just asking people to deliver something specific. Friction between different stakes from the actors taking part in the planning process is evident. Nonetheless, this denotes an overall commitment and should be identified and managed properly in order to encourage a better understanding.

5.4 Further Research

Based on the results of this research, a future research opportunity could be the examination of how to deliver a methodology for shared leadership. The blurred lines of action of shared-leadership makes it not clear for implementation. It will be interesting to set a path. This

research has shown its importance as well as the subjectivity of its implementation; therefore, further research could be made in other to institutionalise it.

Secondly, it would be interesting to explore the potential of building networks between relevant actors and the presence of the academia as a trust figure in contexts where governments have low credibility. In some scenarios were corruption is present, the academy could fulfill a facilitating role and sometimes even a developing one not just supporting the projects but starting them.

Lastly, it would be interesting to understand a further dynamic. This case study brought an interesting actor to the table. The presence of children as an actor of the planning process and their role in the community engagement process. Children as the door to develop bonds and family networks as well as an important future user of the project.

6

Reflection on research

Reflection on research

The results of this thesis are in line with previous research and have a subjective character, therefore they are not too specific but try to set a better understanding. However, a few conditions could develop the research in strong ways as well as the time frame and location of the researcher and the interviews and survey participants.

The interviews had to be online, lacking of a better personal understanding, but the willingness of the participants to talk about their initiative, the process and the challenges they faced set a greater motivation. Probably having more respondents would have improve the subjectivity of the analysis, but the idea to interview one actor of each organization also gave clear lines of the stakes and interest of these ones.

The single case study approach proved to be useful in respect of this research. It was able to shed light on the context dependent nature of the case but also its replicating capacity and actual similar bases with urban civic initiatives. It shows its added value in exploring this practical matter and link it to the academic arena. However, using this approach does challenges concerning the case selection. It was relevant for the researcher to be able to deeply understand the circumstances, dynamic and details of the case study; therefore being part of this initiative help when confrontation of opinions or interest arise in the analysis
.
The subjective and possibly unconscious aspects of leadership seemed challenging to measure. It was useful to use interviews and surveys to try to narrow the subjectivity and take a posture. Of course, it is still difficult to work with different perceptions, mainly because when something works everyone feels responsible for it but when it does not; no one does. Some question came up during the writing of this thesis; there is a concern for the researcher to show the value that shared leadership add to this processes and mainly to show that shared leadership is the way to go in this cases. Was the posture to positive about this regard?, when a project success or fail is mainly because of its leadership structure?; the evidence said that the presence of shared leadership better the outcome of a Project but: is it the only way to go?.

Finally to reflect on the process of this research and its overall findings it is important to denote that shared leadership does not have a clear ratio between vertical or horizontal leadership but both are must needed in order to stir an initiative up and to gain a positive outcome; possibly in this order. First a vertical leadership to set a project on going, secondly an horizontal way of work producing networks and developing capacities. This is an important outcome from this research but hard to state based on numbers or evidence but mainly on the researchers point of view.

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Appendix

8

Appendix

8.1 Research tools 1

SEMI – STRUCTURE INTERVIEW
Qualitative part

Analysis Topic	Questions
Structure	In your opinion, how would you describe the network system that the project used in order to be a reality?
Leadership	Do you identify your organization as a leader of the project or how do you manage the leadership coordination between the different actors?
Community engagement	How would you describe the process to engage the community in the project
Team	What were the indicators that you took in account to form your team in order to be part of the project?
Outcomes	How important would you say it was the organization structure of the project related to the expected results and the actual outcome?
Observations / Comments / Clarifications	

8.2 Research tools 2

SURVEY
Quantitative part

Analysis Topic	Questions	Posible answers	
structure	Would you say that the relation between the different organizations has a positive impact in the outcome of the project?	yes	no
	What would you say was the working structure of the project in terms of roles and initiatives	hierarchical	horizontal
leadership	Being part of these project, with what statement you agree the most:	one head as a leader	a shared-leadership
	Did you feel you had enough authority to develop your initiatives toward the acomplishment of the results?	yes	no
community engagement	Would you say that the way the project engaged the community was successful? Did you feel the support?	yes	no
	How did you find out about the project?	I was called to participate	I call to be included
team	Would you say that the team different aptitudes contribute in a successfully way to the project outcome ?	yes	no
	Would you consider that the working teams were conform with enough diversity of the actors involved?	yes	no
outcomes	Do you consider the outcome of the project in line with your expectations?	yes	no
	Would you say that the outcome was reinforce or diminish by the organizational structure of the project?	reinforce	diminish
feedback	Would you be willing to be part of a similar experience?	yes	no
feedback	Related to ypur answer in question 11, Why or why not?	open	

Supervisor Permission Letter

Groningen, April 25, 2018

Dear person involved in the project TSL Canoa, Ecuador.

I hereby request your cooperation to participate in a study for a master thesis of the Faculty of Spatial Sciences at the University of Groningen.

This research is part of a Master thesis within the degree *Socio-Spatial Planning*. The aim of this research is to gather knowledge about the activities, motivation and processes of citizens' initiatives and the role of shared-leadership. In addition, the students will reflect on the information found from a theoretical perspective. With this letter we ask for your permission to participate in this study and to cooperate in an interview that will last about 25 minutes.

The report of the interview can be anonymised at your request so that statements cannot be made to you personally. The interview reports are part of the reports of the student. These reports are public in the university page; however, you can request the reporting from the students after October 2018.
I thank you in advance for your cooperation.

With best regards,

Prof. Dr. I. (Ines) Boavida-Portugal

If you have any questions, you can contact me via my e-mail address: i.boavida.portugal@rug.nl

Estimado,

Mi nombre es María Victoria Chávez, actualmente estudiante de la maestría en Planificación socio-espacial en la Facultad de ciencias espaciales de la Universidad de Groningen, Países Bajos. El motivo de la siguiente es el de solicitar su participación la recolección de información correspondiente que servirá para desarrollar la investigación de mi tesis de maestría.

La tesis busca entender las dinámicas del liderazgo compartido en comunidades particularmente en iniciativas ciudadanas urbanas.

En el marco de esta investigación las iniciativas ciudadanas se definirán como actividades colectivas que pretenden proporcionar bienes o servicios públicos en su localidad, tomando decisiones sobre los proyectos y otorgando a las autoridades locales un papel facilitador de este proceso. (Bakker et al, 2012).

De igual manera, liderazgo compartido es considerado como un proceso llevado a cabo por el equipo como un todo; basado en el conocimiento colectivo. El liderazgo compartido se define como un proceso de influencia mutua, simultáneo, y continuo, caracterizado por líderes formales e informales, en un ambiente de interdependencia, creatividad y la complejidad. (Hoch and Dulebohn, 2017; Pearce and Conger, 2003; Ensley et al., 2006).

La siguiente entrevista semi-estructurada y encuesta esta conformada por preguntas que buscan entender como las estructuras de liderazgo pueden potencia la participación de la comunidad en iniciativas ciudadanas; para este propósito la entrevista a sido diseñada en 5 temas principales

- Estructura organizacional
- Tipo de liderazgo
- Participación de la comunidad
- Equipos de trabajo
- Resultados del proyecto

Muy agradecida de antemano por su colaboración e interés en desarrollar y potenciar las iniciativas ciudadanas.

Spanish

LIDERAZGO COMPARTIDO COMUNITARIO
Iniciativa ciudadana en Ecuador

Como pueden las estructuras de liderazgo compartido potenciar la participación y compromiso en iniciativas ciudadanas?
Esta entrevista semi-estructurada y encuesta tomará alrededor de 25min

Fecha:
Nombre del entrevistado:
Prefiere ser mencionado como anónimo: Si   No

Caso: Tsl Canoa Ecuador

Parte I: Investigación Cualitativa
Entrevista semi-estructurada

Cual considera que fue su rol dentro del desarrollo del proyecto?

Estructura
1. En su opinión, como describiría el sistema de redes que el proyecto desarrollo para poder convertirse en una realidad?

Liderazgo
2. Identifica a su organización como líder del proyecto o como explicaría la coordinación de liderazgos entre los diferentes actores del proyecto?

Participación de la comunidad
3. Como describiría Ud. el proceso de involucrar y comprometer a la comunidad en el proyecto

Equipo de trabajo
4. Cuales son los indicadores que se tomaron en cuenta al momento de formar los equipos que fueron parte de las diferentes fases del proyecto?

Resultados
5. Cuan importante diría Ud. que fue la estructura organizacional del proyecto; y como la misma influyo sobre los resultados esperados y el resultado real?

Observaciones / Comentarios / Aclaraciones

Parte II: Investigación Cuantitativa
Encuesta

Como pueden las estructuras de liderazgo compartido potenciar la participación y compromiso en iniciativas ciudadanas?
Esta encuesta tomará alrededor de 15min

Fecha:
Nombre:

Estructura
1. Diría Ud. Que la relación entre diferentes organizaciones tuvo un impacto positivo en el resultado del proyecto?

Si   No

2. Cual diría Ud. que fue la estructura de trabajo en cuanto a los roles que se cumplieron o iniciativas propias dentro del proyecto?

Jerárquica   Horizontal

Liderazgo
3. Al haber sido parte de este proyecto, con que afirmación concuerda mas?

Una persona como líder es mas   Un liderazgo compartido enfocado
productivo para el desarrollo   en diferentes áreas es mas productivo
del proyecto   para el desarrollo del proyecto

4. Sintió Ud. que tenia la suficiente libertad para desarrollar iniciativas propias que fortalecieran el cumplimiento de los resultados del proyecto ?

Si   No

Participación de la comunidad
5. Diría Ud. Que el proyecto involucro a la comunidad de una manera exitosa? Se sintió el apoyo?

Si   No

6. Como se enteró o relacionó Ud. sobre el proyecto?

Fui contactado por la organización   Yo Contacte a la organización participar

Equipos de trabajo

7. Diría Ud. Que las diferentes aptitudes de cada equipo contribuyo de manera exitosa al resultado del proyecto?

Si   No

8. Considera Ud. que los equipos de trabajo fueron conformados tomando en cuenta a todos los actores involucrados? Suficiente diversidad?

Si   No

Resultados

9. Considera Ud. que el resultado del proyecto esta acorde con sus expectativas?

Si   No

10. Diría Ud. que la estructura organizacional del proyecto, reforzó o disminuyó el alcance de los resultados del proyecto ?

Reforzó   Disminuyó

Retroalimentación

11. Le gustaría ser parte de otra experiencia similar?

Si   No

12. Relacionado a su respuesta anterior. (pregunta 11) Si o No, Por qué?

Observaciones / Comentarios / Aclaraciones

8.5 Interview Transcripts – Surveys
[the interview transcripts and surveys are available upon request]

8.6 Atlas Documents codes

Code	interviews	Code	Media publications
I001	Entrevista Viviana Cordero.docx	M001	tsl arkinka 2018.pdf
I002	Entrevista Carlos Luis Viteri.docx	M002	t sl participantes arkinka 2018.pdf
I003	EntrevistaNicolazValencia.docx	M003	plataformaarquitectura.cl.pdf
I004	Entrevista Sra Veronica.docx	M004	ucuenca.edu.ec.pdf
I005	Entrevista Rocio Figueroa.docx	M005	floornature.pdf
I006	Entrevista Manuel Nevarez.docx	M006	eliascababie.wordpress.pdf
I007	Entrevista Isabel Sarmiento_.docx	M007	X-Tec | Corporativo » ¿Puede la arquitectura social ser más que una anécdota?.pdf
I008	Entrevista Rosa Pintado.docx	M008	Archinew.altervista.org_ avance de construccion.pdf
I009	Entrevista Juan Pablo Astudillo.docx	M009	EL TIEMPO - Cuencanos participarán en taller social de arquitectura.pdf
I010	Entrevista Alexis Parreño.docx	M010	Archdaily_Nicolaz Valencia.pdf
Code	**Observation_pictures**	**Code**	**Organization docs**
P001	R1 TSL 2018_estado actual_ camila chavez.JPG	D001	Comite_y_Participantes_del_TSL.pdf
P002	R2 TSL 2018_estado actual_ camila chavez.JPG	D002	Informe_Desarrollo_Evento01.pdf
P003	R3 TSL 2018_estado actual_ camila chavez.JPG	D003	Informe_Desarrollo_Evento02.pdf
P004	R4 TSL 2018_estado actual_ camila chavez.JPG	D004	Informe_Desarrollo_Evento03.pdf
P005	R5 TSL 2018_estado actual_ camila chavez.JPG	D005	Informe_Desarrollo_Evento04.pdf
P006	R6 TSL 2018_estado actual_ camila chavez.JPG	D006	Informe_Desarrollo_Evento05.pdf
P007	R7 TSL 2018_estado actual_ camila chavez.JPG	D007	Informe_Desarrollo_Evento06.pdf
P008	R8 TSL 2018_estado actual_ camila chavez.JPG	D008	Informe_Desarrollo_Evento07.pdf
P009	R9 TSL 2018_estado actual_ camila chavez.JPG	D009	Informe_Presentado_RCCLEA_CostaRica.pdf
P010	R10 TSL 2018_estado actual_ camila chavez.JPG	D010	Organigrama.pdf
P011	R11 TSL 2018_estado actual_ camila chavez.JPG	D011	Plan_Maestro_Canoa_PreTSL.pdf
P012	R12 TSL 2018_estado actual_ camila chavez.JPG	D012	Presentacion_Ponencia_TSL.pdf
P013	R13 TSL 2018_estado actual_ camila chavez.JPG	D013	Presentacion_Propuesta_SedeTSL_Ecuador_2017.pdf
		D014	Presupuesto_Final_TSLEcuador2017.pdf
		D015	Resumen_Ejecutivo_TSL.pdf

8.7 Atlas.ti analysis output

[the atlas.ti analysis outputs are available upon request]